DOCUMENT RESUME

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| IDENTIFIERS | *Educational Information; *ERIC |

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 284 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1988. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1988) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (MES)

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# CLEARINGHOUSE PUBLICATIONS

# 1988

EDUCATIONAL RESOURCES INFORMATION CENTER

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION

Educational Resources Information Center

# ERIC Clearinghouse Publications

1988

**An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January–December 1988**

August 1989

Carolyn R. Weller
Ted Brandhorst
Editors

**ERIC Processing and Reference Facility**
**Rockville, Maryland**

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# Introduction

## The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

## Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

## Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the eighteenth bibliography in the series. All items in the series to date are listed below:

| ACCESSION NUMBER OF BIBLIOGRAPHIES | PAGES | PERIOD COVERED | NUMBER OF ITEMS |
|---|---|---|---|
| ED-029 161 | 24 p. | FY 1968 | 149 |
| ED-034 089 | 34 p. | FY 1969 | 240 |
| ED-041 598 | 47 p. | FY 1970 | 366 |
| ED-054 827 | 54 p. | FY 1971 | 416 |
| ED-077 512 | 55 p. | FY 1972 | 415 |
| ED-087 411 | 74 p. | FY 1973 | 396 |
| ED-126 856 | 144 p. | FY 1974-1975 | 534 |
| ED-168 608 | 168 p. | FY 1976-1977-1978 (thru Dec 1977) | 600 |
| ED-180 499 | 74 p. | Jan-Dec 1978 | 211 |
| ED-191 502 | 58 p. | Jan-Dec 1979 | 159 |
| ED-208 882 | 64 p. | Jan-Dec 1980 | 176 |
| ED-224 505 | 72 p. | Jan-Dec 1981 | 173 |
| ED-237 098 | 61 p. | Jan-Dec 1982 | 181 |
| ED-246 919 | 52 p. | Jan-Dec 1983 | 117 |
| ED-261 711 | 61 p. | Jan-Dec 1984 | 142 |
| ED-271 125 | 62 p. | Jan-Dec 1985 | 176 |
| ED-283 535 | 89 p. | Jan-Dec 1986 | 229 |
| ED-295 685 | 86 p. | Jan-Dec 1987 | 239 |
| ED- | p. | Jan-Dec 1988 | 284 |
| | | TOTAL (1968–1988) | 5203 |

This bibliography covers the calendar year period from January through December 1988. It lists a total of 284 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education (RIE).*

## Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

## Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

## ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968–1988)

| IDENTIFYING PREFIX | CLEARINGHOUSE NAME | FY 1968 | FY 1969 | FY 1970 | FY 1971 | FY 1972 | FY 1973 | FY 1974-1975 | FY 1976 THRU DEC 1977 | JAN-DEC 1978 | JAN-DEC 1979 | JAN-DEC 1980 | JAN-DEC 1981 | JAN-DEC 1982 | JAN-DEC 1983 | JAN-DEC 1984 | JAN-DEC 1985 | JAN-DEC 1986 | JAN-DEC 1987 | JAN-DEC 1988 | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AC | Adult Education | 24 | 16 | 20 | 28 | 20 | 16 | | | | | | | | | | | | | | 124 |
| AL | Linguistics | 2 | 7 | 11 | 11 | | | | | | | | | | | | | | | | 31 |
| CE | Adult, Career, & Vocational Education | | | | | | | 6 | 38 | 9 | 12 | 11 | 9 | 8 | 7 | 6 | 14 | 12 | 20 | 21 | 171 |
| CG | Counseling and Personnel Services | 5 | 8 | 19 | 22 | 16 | 15 | 13 | 22 | 16 | 12 | 5 | 8 | 10 | 5 | 12 | 7 | 21 | 11 | 20 | 247 |
| CS | Reading and Communication Skills | | | | | | 60 | 38 | 46 | 13 | 8 | 8 | 5 | 9 | 5 | 15 | 20 | 16 | 15 | 31 | 289 |
| EA | Educational Management | 6 | 8 | 14 | 36 | 18 | 43 | 62 | 78 | 19 | 14 | 12 | 31 | 25 | 2 | 10 | 20 | 7 | 18 | 23 | 456 |
| EC | Handicapped and Gifted Children | 14 | 11 | 53 | 68 | 106 | 57 | 57 | 5 | 4 | 5 | 14 | 12 | 6 | 11 | 5 | 7 | 35 | 6 | 25 | 501 |
| EF | Educational Facilities | 1 | 19 | 16 | | | | | | | | | | | | | | | | | 36 |
| EM | Educational Media and Technology | 7 | 8 | 11 | 8 | 14 | 16 | | | | | | | | | | | | | | 64 |
| FL | Languages and Linguistics | 7 | 27 | 29 | 16 | 16 | 12 | 27 | 26 | 16 | 10 | 10 | 11 | 9 | 3 | 7 | 3 | 3 | 21 | 16 | 269 |
| HE | Higher Education | | 1 | 8 | 18 | 18 | 17 | 35 | 45 | 16 | 17 | 16 | 7 | 17 | 16 | 16 | 10 | 11 | 31 | 6 | 305 |
| IR | Information Resources | | | | | | | 30 | 47 | 8 | 12 | 6 | 4 | 14 | 5 | 9 | 20 | 11 | 14 | 11 | 191 |
| JC | Junior Colleges | 15 | 21 | 17 | 26 | 26 | 19 | 57 | 61 | 17 | 13 | 25 | 11 | 9 | 6 | 6 | 5 | 19 | 8 | 23 | 384 |
| LI | Library and Information Sciences | | 2 | 7 | 9 | 14 | 8 | | | | | | | | | | | | | | 40 |
| PS | Elementary and Early Childhood Education | 11 | 12 | 7 | 15 | 21 | 26 | 41 | 40 | 15 | 6 | 18 | 12 | 6 | 6 | 11 | 7 | 14 | 7 | 13 | 288 |
| RC | Rural Education and Small Schools | 10 | 18 | 13 | 23 | 9 | 9 | 30 | 23 | 13 | 8 | 11 | 8 | 8 | 6 | 4 | 6 | 23 | 9 | 36 | 267 |
| RE | Reading | 16 | 19 | 15 | 9 | 5 | | | | | | | | | | | | | | | 64 |
| SE | Science, Mathematics, and Environmental Education | 11 | 17 | 22 | 28 | 13 | 30 | 53 | 46 | 28 | 10 | 12 | 18 | 20 | 17 | 13 | 20 | 14 | 18 | 10 | 400 |
| SO | Social Studies/Social Science Education | | | | 6 | 10 | 6 | 17 | 24 | 6 | 8 | 6 | 9 | 6 | 18 | 10 | 15 | 15 | 15 | 19 | 190 |
| SP | Teacher Education | | 7 | 28 | 19 | 19 | 19 | 31 | 31 | 9 | 7 | 7 | 14 | 6 | 5 | 2 | 10 | 14 | 13 | 6 | 247 |
| TE | Teaching of English | 3 | 7 | 32 | 24 | 26 | | | | | | | | | | | | | | | 92 |
| TM | Tests, Measurement, and Evaluation | | | | 1 | 12 | 11 | 19 | 33 | 6 | 5 | 7 | 9 | 4 | 4 | 1 | 1 | 7 | 5 | 12 | 137 |
| UD | Urban Education | 6 | 14 | 14 | 10 | 10 | 14 | 18 | 37 | 16 | 12 | 8 | 5 | 24 | 1 | 15 | 11 | 7 | 28 | 12 | 262 |
| VT | Vocational and Technical Education | 11 | 18 | 30 | 39 | 42 | 18 | | | | | | | | | | | | | | 158 |
| | TOTALS | 149 | 240 | 366 | 416 | 415 | 396 | 534 | 600 | 211 | 159 | 176 | 173 | 181 | 117 | 142 | 176 | 229** | 239 | 284 | 5203 |

*i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
**Digests (2 page publications) routinely included in RIE for first time in 1986.

# Sample Document Resume

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

*Smith, John D.* *Johnson, Jane*

**Career Planning for Women.**

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 89

Contract— NIE-C-83-0001

Note — 12p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1989).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

**Clearinghouse Accession Number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

**Identifiers**—additional identifying terms not found in the Thesaurus. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

**Informative Abstract.**

**Abstractor's Initials.**

# Document Resumes

## CE

**ED 289 996** CE 049 275
*Kerka, Sandra*
**Adult Career Counseling: An Interactive Model. Overview. ERIC Digest No. 65.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.; Document contains small print.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adult Education, *Career Counseling, Counseling Objectives, *Counseling Techniques, Disabilities, Dislocated Workers, Displaced Homemakers, *Interaction, Limited English Speaking, Models, Prisoners, Special Programs, *Systems Approach
Identifiers—ERIC Digests, Older Workers

A comprehensive delivery system offers several advantages in career counseling programs serving adult clients. Systematic delivery is advantageous because of its developmental emphasis, effective use of resources, amenability to change, provisions for built-in ongoing evaluation, and focus on process and product. A comprehensive adult career counseling delivery system includes the following components: needs assessment, resource assessment, goal setting, planning, establishment of specific objectives, program development, implementation, evaluation, and modification. Vetter et. al. (1986) have developed a six-point interactive model for adult career counseling programs. The model provides for intake (obtaining formal information about the client and establishing a foundation for the counseling relationship); formal assessment (analyzing clients' strengths, weaknesses, attitudes, values, and interests with enough flexibility to address the needs of special populations); exploration and information gathering (to identify and clarify work values, interests, and skills and to facilitate exploration of specific occupations); decision making (identifying, prioritizing, and selecting alternatives); planning (translating the information gathered in the preceding stages into action); and transition (entry into a training program, education program, or job). Care must also be taken address the special career planning needs of dislocated workers, displaced homemakers, long-term unemployed persons, limited-English proficient individuals, adults with disabilities, incarcerated persons, and older workers. (MN)

**ED 289 997** CE 049 276
*Naylor, Michele*
**Vocational Education in Community-Based Organizations. Overview. ERIC Digest No. 66.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.; Document contains small print.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Agency Role, *Community Education, *Community Organizations, *Cooperative Planning, Coordination, Educational Cooperation, Models, Postsecondary Education, Program Content, *School Community Programs, *School Community Relationship, *Vocational Education
Identifiers—ERIC Digests

Because of their special ties to the community, community-based organizations (CBOs) are often able to be more responsive to the needs of local or special populations than can mainstream institutions such as schools and government-funded employment services. CBOs such as Service Employment Redevelopment (SER), the National Urban League, and Operation Mainstream have been especially effective in working with disabled, disadvantaged, minority, and limited-English speaking individuals. Despite their advantages, most CBOs are not in a position to provide the highest-quality vocational programs on their own–hence the need for collaboration between CBOs and vocational education. A wide array of partnerships are possible, depending on such factors as the size and resources of the CBO in question, its target clientele, its overall goals, and the types and extent of services that it has developed on its own. Possible foci for partnerships between a CBO and vocational education include vocational orientation and counseling, remedial education, career education in an alternative high school setting, employment and work experience programs, and combined/comprehensive programs. The barriers that have been found to interfere with some CBO/-vocational education partnerships, such as "turf" problems, unwillingness to expend funds for services that another agency can provide, and interagency competition for clients, can often be overcome by careful preliminary planning and face-to-face meetings between the collaborating parties to foster an understanding of each other's goals and concerns and to develop mutually suitable goals and strategies. The Opportunities Academy of Management Training has developed a 12-point plan for establishing local partnerships and a 7-point plan for establishing state partnerships. (MN)

**ED 289 998** CE 049 277
*Harrison, Cheryl*
**Education for Tomorrow's Vocational Teachers. Overview. ERIC Digest No. 67.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.; Document contains small print.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Educational Needs, *Futures (of Society), Needs Assessment, State of the Art Reviews, *Teacher Education, Teacher Qualifications, *Teacher Responsibility, Teacher Role, *Vocational Education, *Vocational Education Teachers
Identifiers—ERIC Digests

Being an effective vocational teacher today means having knowledge and/or experience in four areas: a specific skill area; instructional planning, implementation, and evaluation; classroom and laboratory management; and occupational experience. Tomorrow's vocational teachers will need to be competent in all of these areas, but they will also need to develop skills in areas that may seem distant from their primary teaching duties. The need to help students develop employability skills and higher-order thinking skills is becoming more evident. Vocational teachers will be called upon with increasing frequency to address individual needs in their classroom. Teachers will have to manage experiential learning programs, both in and out of the classroom. Teachers will likely be expected to become more involved in public relations work, and they will face increasing demands from the standpoint of keeping up to date in their specialties and professional development. The Holmes Group report, "Tomorrow's Teachers," and the Carnegie Forum report, "A Nation Prepared: Teachers for the 21st Century," have outlined similar proposals for reforming teacher education. Many of these proposals (for example, creating a national board of standards and relating teacher incentives to student performance) have raised serious debate. Regardless of the outcome, it is likely that change in vocational teacher education will come about, not only because of the reform reports but also because of other pressures within the education community. The final effects of the reform movement will likely be felt in the next decade. (MN)

**ED 290 930** CE 049 633
*Cheren, Mark E., Ed. And Others*
**Learning Management: Emerging Directions for Learning To Learn in the Workplace. Information Series No. 320.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—63p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN320-$6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Adult Education, Adult Learning, *Corporate Education, Educational Strategies, Independent Study, Industrial Education, *Instructional Leadership, Learning Resources Centers, *Learning Strategies, Models, Organizational Climate, Organizational Objectives, Postsecondary Education, *Problem Solving, *Professional Continuing Education, Training Methods, Workshops

This collection, which should be of particular interest to adult education teachers, trainers, and researchers, suggests new models for attaining learning management skills to facilitate on-the-job learning. In the introduction, Mark E. Cheren discusses the need for new models and terms and examines the concepts of learning management and situational learning. In her paper entitled "Developing Learning Skills," Sylvia Downs recounts her work in learning skills development in England and covers supporting research, learning blockages, categories of learning, and applications in commercial organizations. Howard S. Barrow's paper, "Learning Management in the Context of Small Group Problem-Based Learning," describes a problem-based learning method that was originally developed for medical students and practicing physicians. The approach enables professionals to monitor their own learning needs during the problem-solving process, thereby enabling the learner to become less dependent on the teacher (who becomes a facilitator of learning). In a paper entitled "Learning Management Skills Development as an Integral Part of Training and Development," Mark E. Cheren suggests several ways of developing learning management competence within the context of training and development activities such as orientation programs, courses and workshops, learning resource centers, and self-instructional materials. The organizational perspective on learning management is discussed by Robert Smith in a paper entitled "Learning to Learn in the Workplace." An appendix containing a working definition of self-directed learning and a list of 50 references are included. (SK)

**ED 290 931** CE 049 634
*Knox, Alan B.*
**International Perspectives on Adult Education. Information Series No. 321.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—59p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN321-$6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Adult Education, Adult Literacy, Comparative Analysis, *Comparative Education, *Continuing Education, Cultural Pluralism, Decision Making, Developed Nations, Developing Nations, Educational Planning, Foreign Countries, *Global Approach, Government Role, International Cooperation, *International Education, Lifelong Learning, Nonformal Education, Postsecondary Education, Program Development, Rural Education, *Social Influences

Adult continuing education practitioners in the United States can improve their planning and decision making by developing an understanding of major societal influences on their programs. One way of understanding local influences is to learn about such influences on educational programs for adults in other national settings. This monograph is intended to illustrate the uses to which conclusions about societal influences can be put when making local planning decisions. The utility of an international perspective on the following seven decision areas is explored: planning, participation, campaigns, staffing, clientele, pluralism, and higher education. The section on strategic planning analyzes societal influences on agency functioning and on the service area, including social trends and client interests in six major regions of the world. Societal influences that deter participation in educational activities by hard-to-reach adults and that affect program priorities are examined. Selected societal characteristics associated with successful literacy programs are covered in the section on planning literacy campaigns. The section on providing professional development activities for adult education practitioners compares the contributions of providers, associations, and universities in various regions of the world. Examples of collaborative efforts that have been established in Europe, Canada, and Australia are provided. Each section includes implications for practitioners in the United States. Appendixes list journals with articles on adult education, methods of comparative analysis, and promising sources of comparative social indicators. (SK)

**ED 290 932** CE 049 635
*Gordus, Jeanne Prial And Others*
**Preventing Obsolescence through Retraining: Contexts, Policies, and Programs. Information Series No. 322.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—69p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN322-$7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Adult Education, Business Cycles, Career Education, *Corporate Education, Demonstration Programs, *Dislocated Workers, Employment Potential, *Inplant Programs, Job Search Methods, Job Skills, *Retraining, *Skill Obsolescence, *Structural Unemployment, *Technological Advancement

This report addresses the degree to which retraining has met the challenge of ensuring that the American work force has adequate skills to cope with the changing world of work. Chapter 1 sketches economic, social, and technological changes that help explain why the current reactive approach needs to be more active. In chapter 2, the extensiveness of permanent job loss is discussed with particular emphasis on the correlates of prolonged unemployment-lower levels of education and training. Chapter 3 reviews data relevant to the retraining initiatives begun under the Job Training Partnership Act. Chapter 4 deals with the skills and capacities that employers regard as essential now and in the future to allow their employees to maintain and increase productivity and thereby prevent obsolescence. Chapter 5 investigates efforts of employers and institutions to remedy the situation, in terms of educational and training programs and learning opportunities made available to employees. The final chapter summarizes results and discusses critical issues that require attention. Specific suggestions are provided for desirable features of retraining programs and desirable aspects of organizational development. (SK)

**ED 290 933** CE 049 636
*Hoyt, Kenneth B. Shylo, Karen R.*
**Career Education in Transition: Trends and Implications for the Future. Information Series No. 323.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—77p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN323-$7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Career Awareness, Career Development, *Career Education, Career Exploration, Case Studies, Change Strategies, Cooperative Planning, Cooperative Programs, *Educational Change, Educational Cooperation, *Educational Trends, Fused Curriculum, *Futures (of Society), Models, Program Content, *Program Development, Program Implementation, *Program Improvement, Relevance (Education), State of the Art Reviews, Statewide Planning, Trend Analysis
Identifiers—*Career Education Incentive Act 1977, Ohio

This document examines what has happened to career education since the 1981 repeal of the Career Education Incentive Act and where it appears to be going in the future. In his monograph "Trends in Career Education: Implications for the Future," Kenneth B. Hoyt examines past, present, and future trends in the field from the perspective of seven components of career education. These components are as follows: promoting and implementing partnerships between the private sector and public education system; equipping persons with general employability, adaptability, and promotability skills; helping persons in career awareness, exploration, and decision-making activities; reforming education by infusing a careers emphasis in classrooms; making work a meaningful part of a total life-style; relating education and work so that better choices of both can be made; and reducing bias and stereotyping, thereby protecting freedom of career choice. Karen R. Shylo's monograph, "Effective Leadership Strategies for a Successful Career Development Program: A Case Study," examines the way in which Ohio implemented its career development program in the 1980s by following a nine-step implementation strategy that was designed to maintain career education as a viable program. The program is examined in terms of the following implementation strategies: develop a rationale for the program, get support from the top, design the program as part of a larger human resource system, target the managers, bolster the basics, make sure the power to head the program is at hand, develop a variety of delivery systems, support the program with organizational policy, and evaluate the program and promote its outcomes. (SK)

**ED 290 934** CE 049 637
*Burge, Penny L.*
**Career Development of Single Parents. Information Series No. 324.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—47p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN324-$5.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Adolescents, Basic Skills, *Career Development, *Displaced Homemakers, Dropout Prevention, Educational Needs, Employment Problems, Family Life, *Fatherless Family, Fathers, Information Networks, Job Training, *Motherless Family, Nontraditional Occupations, *One Parent Family, Parenthood Education, Poverty, Prevocational Education, Self Concept, Sex Role

The number of single-parent families has increased dramatically. These families are subject to extreme economic problems and thus are in special need of career development and vocational preparation. Displaced homemakers are at a disadvantage inasmuch as they must reenter the work force; moreover, they face the additional career development hurdles of an external locus of control and low self-esteem. Adolescent mothers generally face the problems of diminished educational and vocational achievement and limited or no access to child care. Although single-parent fathers generally have a healthier economic status than their female counterparts, they often find their sole child-rearing role conflicting with their work expectations and must

often fill social roles for which they have not been prepared. Effective career development programs for these special needs groups need a variety of components, including the following: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, analysis of the role of gender in occupational choice, self-concept building, skills assessment, challenges of combining work and family roles, nontraditional job skills, and parenthood education. Examples of successful programs that have been tailored to single-parent audiences include high school dropout prevention programs for pregnant teens and teen parents, special programs catering to nontraditional adult students at established educational sites, support and referral networks linking a variety of community agencies and services, and newsletters geared toward single parents. (SK)

**ED 290 935** CE 049 638
*McCrory, David L.*
**Technology Education: Industrial Arts in Transition. A Review and Synthesis of the Research, Fourth Edition. Information Series No. 325.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—72p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN325-$7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Curriculum Design, *Curriculum Development, Educational Philosophy, Educational Research, *Industrial Arts, *Industrial Arts Teachers, Laboratories, Learning Processes, Postsecondary Education, Research Methodology, Research Problems, School Shops, Secondary Education, State of the Art Reviews, Teacher Education, Teaching Methods, *Technology
This monograph presents a compilation and review of selected technology education research literature published from 1980 through 1986. The paper seeks to reflect the breadth and variety of disciplined inquiry during this important period as the profession changed its name and focus from industrial arts to technology education. The review is divided into sections representing major topic categories likely to be of interest to researchers. Major sections are history, philosophy, and objectives; human resources related studies; status studies; curriculum; learning process variables; instructional media, materials, and methods; student personnel and guidance; facilities; evaluation; teacher education; administration and supervision; and professional concerns. Each section ends with a summary and inferences related to the studies included in the section. A concluding section discusses general findings and recommendations. A 21-page listing of references is appended. (SK)

**ED 290 936** CE 049 639
*Jacobs, Ronald L.*
**Human Performance Technology: A Systems-Based Field for the Training and Development Profession. Information Series No. 326.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—53p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN326-$6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Adult Education, *Human Factors Engineering, *Job Performance, Labor Force Development, *Management Systems, Postsecondary Education, Problem Solving, Professional Occupations, Theory Practice Relationship, *Training, Training Objectives
Identifiers—*Performance Technology
This monograph proposes and describes a systems-based field of study for the training and development (T&D) profession: human performance technology. The first section describes what is meant by a field of study and professional practice and then provides a rationale for the proposal. Section 2 explores training and development in the context of the growth of a new professional specialization. Section 3 presents an overview and description of human performance technology and then proposes a formal goal and definition of the field. In section 4, implications are set forth that should have relevance in two areas related to T&D: professional practice and academic programs. The final section presents 11 propositions that encapsulate the general characteristics of the field. These propositions illustrate that the uniqueness of the T&D profession lies in its role of helping people improve their performance using all aspects of the work environment and systems to make these improvements occur. Conclusions and a 74-item reference list are included. (SK)

**ED 292 972** CE 049 900
*Naylor, Michele*
**Vocational Education-Job Training Partnership Act Coordination. ERIC Digest No. 68.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Coordination, *Educational Legislation, Federal Legislation, Postsecondary Education, Program Content, *Program Development, *School Business Relationship, Secondary Education, *Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, ERIC Digests, *Job Training Partnership Act 1982
Vocational educators, policymakers, and Job Training Partnership Act (JTPA) service providers are developing an increasing awareness of the educational and economic benefits of joint planning and coordination between vocational education and the JTPA. However, some basic differences between the goals, planning procedures, and operating practices of the public and private sectors have, in many cases, made efforts to establish and implement cooperative vocational education-JTPA programs difficult. For example, vocational education's concerns for long-term educational development and its mandate to serve the general in-school population stand in contrast to JTPA's focus on short-term training programs that concentrate on job- or employer-specific skill needs. Research has revealed several steps that employers and JTPA trainers alike can take to improve intersector coordination. These include improving communication through such strategies as holding joint conferences or hiring staff members with experience in the other delivery system, reducing the risk of performance-based contracts to educational institutions by providing partial payment for outcomes (such as course completion) over which educational institutions have more control than they do over employment outcomes, and supplementing on-the-job training to broaden the preparation of clients and increase their attractiveness to employers. A national study of joint planning during 1986 found little in the way of coordination during that particular year. A second study undertaken the following year was more encouraging, however. (MN)

**ED 292 973** CE 049 901
*Naylor, Michele*
**Improving Basic Skills of Vocational Education Students. ERIC Digest No. 69.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Education, *Articulation (Education), *Basic Skills, Competency Based Education, Educational Strategies, *Fused Curriculum, High Schools, Problem Solving, Program Content, Program Development, *Skill Development, Teaching Methods, *Vocational Education
Identifiers—Academic Development Plans, ERIC Digests
The educational excellence movement has made an academic curriculum a high priority for all high school students, including the 40 percent who do not go on to college. The joint efforts approach to incorporating basic skills into the vocational curriculum is based on the following assumptions: (1) academic skills are embedded in vocational education; (2) vocational tasks provide for realistic use of academic basic skills, and connecting academic learning with application strengthens students' basic skills; and (3) neither academic basic skills nor vocational skills should be taught in isolation from each other. Vocational and academic teachers who desire to develop an integrated and articulated program in which vocational students can receive instruction in the basic skills have three main options: sharing, teaming, and crossing over (from vocational to academic education or vice versa). Each of these options can be used in all types of programs, including traditional vocational programs, compensatory and support-oriented programs, and alternative programs such as those based on learning centers and laboratories. Student learning contracts, visiting consultants or specialists, cooperative programs, competency-based education, applied learning in a problem-solving mode, and Academic Development Plans (ADPs) are all effective in programs infusing academic instruction into the vocational curriculum. Like Individualized Education Plans, ADPs describe a student's present level of educational performance, state annual goals, and identify appropriate objective criteria, evaluation procedures, and schedules for determining whether or not these objectives are being achieved. (MN)

**ED 292 974** CE 049 902
*Imel, Susan*
**Workplace Literacy Programs. ERIC Digest No. 70.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, *Corporate Education, *Employment Qualifications, *Functional Literacy, *Literacy Education
Identifiers—ERIC Digests, *Job Related Literacy
During the first half of the 1980s, the focus of the literacy movement was on strengthening literacy programs through the recruitment of volunteers. Although these early efforts are continuing, the focus in adult literacy has changed. Job-related or workplace literacy has become a national priority, and the impact of adult illiteracy on private industry is becoming increasingly visible. Demographic factors and changes in jobs are also creating a need for workplace literacy programs. Workplace literacy and general literacy differ in purpose. A number of recent studies have examined the literacy skills that individuals need in order to succeed in the workplace. These studies have resulted in the publication of a number of lists of work-related reading, writing, speaking, listening, mathematics, scientific, and reasoning skills. Industry-based literacy approaches can be divided into two groups: (1) pre-1980, viewed primarily as traditional benefits for the employee, and (2) post-1980, viewed primarily as instruments for achieving the company's advanced technology goals. Unlike traditional literacy programs, which were generally initiated in an era of company prosperity and security, the new literacy skills programs were initiated in an era of foreign competition and rapid technological change in response to the realization that many employees lacked the basic skills with which to acquire more technical skills. Most industry-based literacy training occurs on the company site, partly for the sake of employee convenience and partly because many employees find schoolroom environments inhibiting. Several guides to developing workplace literacy programs have been published, and four of these are briefly described. A list of 12 references is also provided. (MN)

**ED 292 975** CE 049 903
*Bhaerman, Robert D.*
**Individualized Career Plan Models. ERIC Digest No. 71.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Career Counseling, *Career Development, *Career Planning, Counseling Techniques, *Individual Counseling, *Individualized Programs, *Long Range Planning, Models
Identifiers—ERIC Digests, *Individualized Career Plans

The technological advances that have occurred in recent decades have resulted in substantial changes in the nature and structure of occupations and industries. Career development is now being recognized as a lifelong process. Individualized career plans (ICPs) or personal plans of action are becoming important instruments for counselors and others to use in helping their students and/or clients meet their changing goals, interests, and needs in today's rapidly changing society. An ICP can be both a tool and a procedure that individuals can use by themselves or with others to implement and monitor their own career development. Rather than a rigid track, a good ICP can provide a renewed focus for an individual's life. Good ICPs are comprehensive, developmental, person centered, and competency based. It has been suggested that the various life roles be used to provide the main section of a plan and that each plan contain a section in which individuals can project their own future career growth. These life roles include the following: worker, consumer/citizen, learner, and family member roles. The ICP model lends itself well to various formats and modifications, it can be targeted in many directions, and it is adaptable for use at all levels of schooling as well as in employment and training agencies. ICPs can also be developed to assist disabled students and working women. The career passport, which is a variation of the ICP model, presents a systematic process for developing an experience-based resume that documents nonwork as well as work experiences and details the skills, attitudes, and knowledge gained through these experiences. (MN)

**ED 296 120** CE 050 403
*Naylor, Michele*
**Preventing Obsolescence through Adult Retraining. ERIC Digest No. 72.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adult Education, *Corporate Education, Educational Benefits, Educational Needs, Financial Support, Postsecondary Education, *Program Content, *Program Development, Program Effectiveness, *Retraining, *Skill Obsolescence
Identifiers—ERIC Digests

In the past, employer-provided, job-specific training for new employees and continuing education for those who wished to advance in their jobs were often sufficient to keep abreast of technological changes. This is no longer the case, however. The substantial monetary and time expenditures associated with retraining programs that are begun only after workers' skills have become obsolete underscore the necessity of developing ongoing retraining programs geared toward persons who are currently employed. Business, labor unions, and government can all play a role in funding and/or providing retraining. Funders can make their influence felt by selecting the training provider and shaping the content of training. It is also possible to combine federal, state, and local government funding with union or business funds, as has been done in such states as Michigan, Delaware, and Alabama. The following all have a place in comprehensive retraining programs intended to prevent skill obsolescence: a counseling/educational guidance component; an assessment system; a support system (to provide such things as financial aid, child care, workplace study areas, and recognition of trainees' achievements); basic, vocational, and general skills programs; and management development programs. (MN)

**ED 296 121** CE 050 404
*Harrison, Cheryl*
**Learning Management. ERIC Digest No. 73.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adult Education, *Adult Learning, *Corporate Education, Group Instruction, *Learning Processes, *Learning Strategies, Models, *Problem Solving, Staff Orientation
Identifiers—ERIC Digests

The skills of knowing how to learn and apply information, which have been collectively grouped under the heading "learning management," are becoming increasingly important as society progresses farther into the information age. Because adult learning is usually more self-directed and because adults are largely free to determine their learning objectives, they must learn to manage their learning even more than young people who are still in school. Several courses in learning management have been developed to meet the growing need for instruction in this area. Although most are based on the premise that learning how to learn can and should be an integral part of learning a content area, at least one undergraduate level course (part of the Cognitive Learning Strategies Project at the University of Texas at Austin) is devoted to learning to learn as an area of study apart from any other content area. The latter course focuses on executive control and knowledge acquisition processes, active study skills, and support strategies (such as reducing anxiety and dealing with procrastination). According to one researcher, memorizing, understanding, and doing (MUD) are the keys to learning. Proceeding from this premise, teachers are urged to use few formal lectures, plan for group work, use nonassessed worksheets, and allow a pondering period in each class session. Group problem-based learning is another method of enhancing learning management skills. It is particularly well-suited to worksite learning management programs. (MN)

**ED 296 122** CE 050 405
*Rudke, Wesley E. Kerka, Sandra*
**Human Performance Technology. ERIC Digest No. 74.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adult Education, Adult Educators, Corporate Education, *Human Factors Engineering, Human Resources, *Job Performance, *Labor Force Development, Postsecondary Education, *Systems Approach, *Theory Practice Relationship, *Trainers
Identifiers—ERIC Digests

Training and development professionals play a unique role in helping people improve their performance by using all aspects of the work environment to make those improvements occur. These professions are currently debating the existence of an integrated theoretical framework and how it might support practice in their field. Human performance technology (HPT) has been proposed as a systems-based field of study for training and development. The goal of the HPT field is to use systems approaches to ensure that individuals have the knowledge, skills, motivation, and environmental supports required to do their jobs effectively and efficiently. The conceptual domain of HPT is defined by management, development, and systems functions. In terms of professional preparation, academic programs for training and development should be based on a set of core competencies and a unique theoretical base such as human performance technology. Jacobs has listed 11 propositions from the study of HPT. The following are among those propositions: human performance and behavior are different and knowledge of the difference is important for achieving goals in HPT; organizational as well as individual goals must be considered in defining worthy performance; and exemplary performance provides the most logical referent for determining job performance standards. (MN)

**ED 296 123** CE 050 406
*Kerka, Sandra*
**Single Parents: Career-Related Issues and Needs. ERIC Digest No. 75.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Career Development, *Career Education, Displaced Homemakers, Dropout Prevention, Early Parenthood, *Educational Needs, Fathers, Federal Legislation, Federal Programs, Information Dissemination, Information Networks, *One Parent Family, Public Policy
Identifiers—ERIC Digests

One in every four families with children under the age of 18 is a single-parent family (up from 1 of every 10 in 1970). The vast majority of single-parent families are low-income families consisting of a mother (usually with relatively little formal education) and her young children. Many female single heads of households are either displaced homemakers or adolescent mothers. Although they generally have a more healthy economic status than their female counterparts, single fathers are often confronted with serious career-related problems as they find their sole child-rearing role conflicting with work expectations. As the sole support of their families, single parents are concerned with obtaining a good job and achieving economic independence. However, job training and job placement can only be effective in the long run if program developers consider the other needs of single parents: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, self-concept building, skills assessment, nontraditional job skills, and parenthood education. High school dropout prevention programs are also important for adolescent single parents. Difficulties in locating available resources often prevent single parents from learning of career and other services. Support and referral networks and newsletters are an inexpensive and effective strategy for communicating with, educating, and supporting all categories of single parents. (MN)

**ED 296 170** CE 050 523
**Certification in Adult Education. Trends and Issues Alerts.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Note—3p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adult Education, *Adult Educators, *Evaluation Criteria, *Evaluation Methods, *Teacher Certification, *Teacher Qualifications

At the same time that it is experiencing rapid growth, the field of adult education is struggling with its own maturation and development as a profession. One of the issues related to the professionalization of the adult education field is that of certification. Those who favor professional certification argue that it is a means to develop the profession because it is a practice that separates individual practitioners who are competent from those who are not. Those who argue against professional certification do so for a wide variety of reasons. Some believe that the certification process is incompatible with the philosophical assumptions underlying the field, whereas others feel that certification might divide an already fragmented field. Areas of discussion related to certification focus on (1) the major

proficiencies needed by effective adult education practitioners; (2) the relationship of the proficiencies to performance and program quality; (3) appropriate determination and measurement of the proficiencies; and (4) the purpose of certification. Another controversy surrounds the determination of an appropriate credential and credentialing body. (A 32-item list of print resources and resource organizations is included.) (MN)

**ED 296 171** CE 050 524
**The Role of Vocational Education at the Secondary Level. Trends and Issues Alerts.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI-88-062005
Note—3p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Education, Basic Skills, *Educational Change, *Educational Objectives, *Educational Trends, Employment Potential, *School Role, Secondary Education, *Secondary School Curriculum, *Vocational Education

Debate continues about the appropriate role for vocational education at the secondary level. The many educational reform reports issued during the early to mid-1980s initiated a reexamination of the role of secondary vocational education. As a result of the reform reports, high school graduation requirements in academic areas have increased, and the amount of time left for vocational education courses has been reduced. The amount and type of vocational courses needed has become an issue, with one faction calling for increased academic requirements for noncollege-bound youth and the other calling for increased job-specific training to prepare noncollege-bound youth for entry into the work force. The increasing numbers of at-risk youth have intensified this debate because secondary vocational education programs can provide an avenue to a productive life for many members of at-risk populations. Proponents who argue that vocational education should focus on general employability believe that specific skill training is best left to employers. Opponents to a focus on general employability training argue that high school may be the only opportunity for many youths to acquire job training. (A 25-item list of print resources and resource organizations is included.) (MN)

**ED 296 184** CE 050 731
*Imel, Susan*
**Computer-Assisted Instruction in Adult Literacy Education. Practice Application Brief.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, *Computer Assisted Instruction, Guidelines, *Literacy Education, Teaching Methods

This Brief first summarizes research findings regarding computer-assisted instruction (CAI) and its effectiveness in adult literacy education programs. The following findings are given: CAI is effective for a significant number of adult learners; CAI is effective because it provides the adult learner with flexibility, control, individualization, privacy, and immediate feedback; CAI effectiveness depends to a great extent upon the instructional staff; undereducated adults have positive attitudes toward computers and are interested in using them in their educational programs; and CAI effectiveness is limited by the shortage of appropriate software. The Brief then provides guidelines for effective use of CAI in adult literacy instruction. They include familiarizing all instructional staff with the CAI aspects of the literacy program; providing sufficient demonstration time and enough individual personal assistance for students to feel comfortable using computers; providing training and inservice opportunities for instructional staff; using only software appropriate for adult learners; not thinking of the computer only as a tool for individual use; providing for flexible scheduling of microcomputer use; not depending on the computer to be the sole source of instructional support; and providing opportunities for students to develop occupational skills through CAI. Thirteen references are listed. (YLB)

# CG

**ED 286 112** CG 020 195
*Bleuer, Jeanne C.*
**Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—63p.
Available from—ERIC/CAPS, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 ($6.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Academic Achievement, Counseling Objectives, *Counselor Role, Elementary Secondary Education, *School Counseling, School Counselors, *Underachievement

The stated purpose of this guide for counseling underachievers is to present a first step in the direction of developing a comprehensive, systematic approach to counseling students for academic achievement. Its intent is to emphasize the need for school counselors to place a high priority on, and enhance their skill in, academic achievement counseling; to identify practical applications from research findings; to present a preliminary model for counselor intervention; to organize and present resources and ideas for implementing a comprehensive counseling intervention program; and to call attention to the need for further research and dissemination on exemplary programs for counseling underachievers. Underachievement is defined, and the reasons for underachievement are discussed. A six-step counselor intervention process is presented, which includes: (1) redefining the role of the school counselor; (2) utilizing research findings to update intervention strategies; (3) developing a comprehensive model for intervention; (4) creating a resource bank of ideas and materials; (5) evaluating and refining intervention strategies; and (6) sharing exemplary practices. A 10-page bibliography is included. The nine appendices include, among other items, an action plan for overcoming achievement barriers and tips for taking notes. (ABL)

**ED 287 112** CG 020 240
*Walz, Garry R.*
**Combatting the School Dropout Problem: Proactive Strategies for School Counselors.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—139p.
Available from—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($6.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—*Counselor Role, *Dropout Prevention, *Dropout Programs, Dropout Research, *Dropouts, Elementary School Students, Elementary Secondary Education, High School Students, *School Counseling

Literature from the past three decades does not suggest a specific role for school counselors in combating the school dropout problem. A search of the Educational Resources Information Center (ERIC) database for the years 1984-1986 produced only 15 items indexed under terms related to school counseling or the school counselor's role. Ideally a database would specify "what works," but the literature reflects approaches and strategies used in particular school situations which are not necessarily adoptable by other schools. However, certain school activities, practices, and emphases have been positively associated with improvement in school retention and reduction in school dropouts. These strategies and the counselor's role in them include: (1) promotion of daily school attendance; (2) encouragement of parental participation in school learning activities; (3) strong and consistent school leadership; (4) clearly stated and widely disseminated classroom and school goals; (5) help for each student to establish and progress toward personally meaningful career goals; (6) placement of a high priority on school resources for the early elementary grades; (7) insurance that students stay at grade level; (8) interfacing school and community resources; (9) provision of a caring and mentoring environment for all students; (10) assistance for students to develop effective learning and study skills; (11) establishment of a school climate where achievement is respected and rewarded; and (12) recognizing and acting upon the interrelatedness of student self-esteem and successful school performance. This document is structured in two parts: (1) an overview, consisting of 12 pages of text; (2) the results of the computer search, consisting of 178 citations printed on 60 pages (from the DIALOG retrieval system). (ABL)

**ED 287 136** CG 020 265
*Bleuer, Jeanne C.*
**Accountability in Counseling. Highlights: An ERIC/CAPS Fact Sheet.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Accountability, *Counseling Services, *Counselors, Credentials, Outcomes of Treatment, *Program Design

This fact sheet examines several issues in counselor and counseling program accountability. Issues in counselor accountability include credentialing, professional disclosure, documentation of activities, and linkage with outcomes. Program accountability issues involve stakeholders, availability of resources, documentation of activities, linkage with outcomes, and cost analysis. Eight steps are given for designing an accountability system for a counseling program. (NB)

**ED 287 137** CG 020 266
*Collet, Jeanne Bleuer*
**Comprehensive Guidance Program Design. Highlights: An ERIC/CAPS Fact Sheet.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Counselor Role, Elementary Secondary Education, *Program Design, Program Evaluation, *School Guidance, *Teamwork

This fact sheet presents an overview of problems in designing comprehensive guidance programs and a rationale for a new direction. Five guidelines for a new comprehensive program are discussed: (1) build on existing program; (2) use teamwork approach; (3) identify desired student outcomes; (4) plan program activities related to outcomes; and (5) develop an ongoing evaluation system. The counselor's role in the new design is defined. (NB)

**ED 287 138** CG 020 267
*Frenza, Mary*
**Counseling for Study Skills. Highlights: An ERIC/CAPS Fact Sheet.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Behavior Modification, *Counselor Role, Elementary Secondary Education, Models, *School Counselors, Student Improvement, *Study Skills
A rationale for counselors instructing students in study skills is presented in this fact sheet and research and assessment are discussed. A section on instructional content focuses on reading, notetaking, test taking, and time management. Three behavior modification techniques and three study skills instruction formats are discussed. The Study Improvement Program model is described. (NB)

**ED 287 139** CG 020 268
*Herbert, Deborah*
**Counseling Youngsters for Stress Management. Highlights: An ERIC/CAPS Fact Sheet.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Counseling Techniques, Elementary Secondary Education, Models, *Relaxation Training, *School Activities, *School Counseling, *Stress Management, Stress Variables
This fact sheet focuses on stress, stress in children and adolescents, and stress management in the schools. Relaxation training for young people is discussed and elements in the implementation of a relaxation training program are considered, including personnel, inservice, time, materials, and basic relaxation procedures. A sample stress management model for secondary students is presented. (NB)

**ED 287 140** CG 020 269
*Walz, Garry R.*
**Counselors and Computers. Highlights: An ERIC/CAPS Fact Sheet.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Computer Assisted Testing, *Computer Oriented Programs, *Computer Uses in Education, *Counselors, Models, *Program Design
Possible threats and promises perceived by counselors when computers are introduced into the counseling field are examined in this fact sheet. Computer-assisted counseling and computer-managed counseling are discussed. A seven-step model for designing a "hi-tech" counseling program is presented. (NB)

**ED 287 141** CG 020 270
*Herbert, Deborah*
**The Role of the School Counselor: Elementary Level. Is Brief: An Information Digest from ERIC/CAPS.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Elementary Education, Parent School Relationship, *School Counselors, *School Guidance, *Student Development
This fact sheet focuses on the school counselor role at the elementary level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on elementary developmental guidance, the counselor role in elementary guidance, and a representative list of counselor role/function descriptions. (NB)

**ED 287 142** CG 020 271
*Herbert, Deborah*
**The Role of the School Counselor: Middle/Junior High Level. Is Brief: An Information Digest from ERIC/CAPS.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Group Counseling, Junior High Schools, Middle Schools, Parent Education, Peer Counseling, *School Counselors, *School Guidance, *Student Development
This fact sheet focuses on the school counselor role at the middle/junior high school level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on middle/junior high developmental guidance, the counselor role in middle/junior high guidance, and selected counselor roles. (NB)

**ED 287 143** CG 020 272
*Herbert, Deborah*
**The Role of the School Counselor: Secondary Level. Is Brief: An Information Digest from ERIC/CAPS.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adolescent Development, *Career Guidance, *Counselor Role, High Schools, *Program Development, *School Counselors, *School Guidance, *Student Development
This fact sheet focuses on the school counselor role at the high school level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on secondary developmental guidance, a model job description for secondary counselors, recent research on counselor role and secondary guidance, and the importance of career guidance. (NB)

**ED 290 118** CG 020 491
*Klimek, David Anderson, Mary*
**Inner World, Outer World: Understanding the Struggles of Adolescence.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—88
Contract—400-86-0014
Note—68p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259. ($9.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Adolescent Development, Adolescents, Affective Behavior, Conflict, *Developmental Tasks, Family Life, *Family Problems, Helping Relationship, *Parent Child Relationship, Psychological Patterns
This monograph was written to help teachers, counselors, and parents who live and work with adolescents. It explains the psychological tasks of adolescence, separation from parents, and identity formation. Guidelines are provided for adolescent and parental development in several areas. An overview of regressive adaptation focuses on expressions of anger; depression and despair; rigidity; alcohol, sex, and drugs; envy; adolescent self-centeredness; and adolescent lack of appreciation. Stages of family life are described, with attention to the individual within the family, the family life cycle, the family system, the midlife stage of family development, loss of self, triangulation, adolescent pressure to achieve, family negotiation, and sibling influences. Sources of dysfunctional family patterns are considered, including parental needs, negative attitudes toward change, unresolved separation issues, responses to adolescent behavior, and views of common problems. A section on facilitating adolescent growth examines helping relationships outside the family, idealization of significant others, parental resistance to help, transference reactions to a counselor, appropriate responses to adolescents in conflict, and family history. The monograph concludes that helping adults need to understand the authority and control conflicts of adolescent development, the conflicts and dynamics of the adolescent's family, and the influences of social and cultural affiliations. (NB)

**ED 290 119** CG 020 492
*Capuzzi, Dave*
**Counseling and Intervention Strategies for Adolescent Suicide Prevention.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—88
Contract—400-86-0014
Note—36p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Adolescents, *Counseling Techniques, *Crisis Intervention, High Risk Students, *Prevention, *School Counseling, School Role, Secondary Education, *Suicide
Identifiers—*Adolescent Suicide
This monograph concerns the the issue of adolescent suicide and discusses counseling and intervention techniques to prevent suicide among teenagers. Fourteen myths and misconceptions about suicide are explained. A profile of a potential suicide attempter is presented, and issues of behavioral indications, verbal cues, motivations and cognitive distortions, depression, and personality traits are discussed. The rationale for choosing a cognitive-behavioral approach to counseling aimed at preventing adolescent suicide is given and six intervention strategies are suggested. Six components of school-based suicide prevention programs which must be in place for the adolescent at-risk population are identified: (1) district and building level administrative support; (2) faculty/staff inservice

on the topic of adolescent suicide; (3) parent education on adolescent suicide; (4) classroom presentations for all adolescents; (5) preparation of core teams; and (6) options for individual and group counseling. Crisis management is considered and questions useful in assessing lethality are posed. Crisis management interventions are discussed, postvention is described, and follow-up counseling or therapy is recommended. References are included which can provide further information on the topic of counseling and intervention strategies for working with adolescents at risk for suicide. (NB)

**ED 290 964** CG 020 496
*Sandeen, Arthur*
**Student Affairs: Issues, Problems and Trends.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—88
Contract—400-86-0014
Note—34p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Administrator Role, *Administrators, *College Programs, *Futures (of Society), Higher Education, *Student Personnel Services, *Student Personnel Workers, *Student Welfare
This information analysis presents descriptions of some of the major current issues in student services at various types of institutions of higher education. Issues are categorized as institution-based, student-oriented, and profession-based. Institution-based issues examined include excellence and access, enrollment management, academic support services, student financial assistance, learning and physical disabilities, legal and liability concerns, substance abuse education, child care, counseling and career development, health concerns, residential life and student activities, and recreation and athletics. Student-oriented issues discussed include stress in the academic environment, the emphasis placed on job preparation, special needs of minority students, part-time students and adult learners, and student attitudes and values. Profession-based issues are considered in the areas of professional preparation of student services personnel, staff development, and accreditation. Following each issue is a set of questions that may contribute to further consideration of the issue by readers. A section on future trends provides a brief summary of matters that student services professionals may anticipate in the next few years. References are included. (NB)

**ED 291 012** CG 020 544
*Benjamin, Libby Walz, Garry R.*
**9 for the 90s: Counseling Trends for Tomorrow.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0014
Note—38p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Change Agents, Client Characteristics (Human Services), Cognitive Style, *Counselor Qualifications, *Counselor Role, *Futures (of Society), Individual Needs, Individual Power, *Marketing, Midlife Transitions, Population Trends, School Counselors, Stress Management, *Technology
Identifiers—*Computer Assisted Counseling
This information analysis identifies emerging counseling priorities for the 1990s and suggests ways that counselors might prepare themselves for the future. The nine priorities discussed in the paper include: (1) learning to learn; (2) life transitions; (3) technology, computers, and counselors; (4) demographic trends and their impact on counseling; (5) marketing; (6) stress management; (7) resource resourcefulness; (8) change agentry; and (9) personal empowerment. Learning styles and preferences of students, reasons that counselors should counsel according to a client's learning style, and ways that counselors can help students learn to learn are examined. Differences between counseling adults and counseling students are explained, psychological concerns of adults seeking counseling are enumerated, and counselor areas of contribution are discussed. The section on technology gives characteristics of computers and technology, examines new and emerging counselor roles in using computers, and discusses counselor role priorities. Several demographic trends are identified and their impact on counseling is considered. Marketing issues discussed include product and service life cycle, marketing in counseling, marketing concepts, and a marketing list for counselors. The section on personal empowerment gives characteristics of self-empowered persons and describes counselor opportunities and responsibilities. (NB)

**ED 291 013** CG 020 545
*Smith, Robert L.*
**Human Resource Development: An Overview.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0014
Note—80p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($9.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—*Career Development, Classification, Employee Assistance Programs, *Human Resources, *Labor Force Development, *Organizational Climate, *Organizational Development, Outplacement Services (Employment)
This information analysis concerns human resource development (HRD), defined as consisting of programs and activities that positively affect the development of the individual and the productivity and profit of the organization. Several key human resource development components are identified and discussed: (1) training and development; (2) organizational development; (3) employee assistance programs; (4) career development; and (5) performance appraisal. Traditional human resource functions are described, including consultation, human resource planning, compensation, employee relations, recruitment, and employee outplacement. A classification system is outlined to aid in understanding programs and activities which can be conducted within the HRD component. The revolution, growth, and professionalization of HRD is considered, and HRD's placement within an organization is described. Several external factors that the HRD professional must accept are identified, including changing work values, government regulations, customer expectations, changing technology, competition, economic conditions, unions, corporate image, and the labor market. Organizational climate is discussed and factors that contribute to the organizational climate are identified. Assessment of the organizational climate is explained, and the relationship between organizational climate and HRD is explored. (NB)

**ED 291 014** CG 020 546
*Bolton-Brownlee, Ann*
**Alcohol Use among College Students. Highlights: An ERIC/CAPS Digest.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Alcohol Education, *College Students, *Counseling Techniques, *Drinking, Environmental Influences, Family Influence, Higher Education, Identification, Peer Influence, Personality Traits, Sex Differences, *Student Behavior
Identifiers—*Alcohol Use, ERIC Digests
This factsheet examines alcohol use among college students. It explains how to identify problem drinking, discussing negative consequences of drinking, excessive consumption and intoxication, and reasons for drinking. Correlates of problem drinking are described in the areas of personality and gender; peer, family, and environmental influences are considered. It concludes with a look at counseling and alcohol education programs. Ten resource documents are listed. (NB)

**ED 291 015** CG 020 547
*Beekman, Nancy*
**The Dropout's Perspective on Leaving School. Highlights: An ERIC/CAPS Digest.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Failure, Adolescents, *Dropout Attitudes, *Dropouts, Employment Opportunities, *Motivation, Negative Attitudes, Reentry Students, Secondary Education
Identifiers—ERIC Digests
This factsheet considers dropping out of school from the dropout's point of view: reasons for dropping out, life after leaving school, and the dropouts' own evaluation of their decision to leave school. It identifies a dislike of school, low academic achievement, and a desire to work as key reasons for dropping out. Thirteen resource documents are listed. (NB)

**ED 291 016** CG 020 548
*Shill, Karen*
**Precollege Guidance and Counseling. Highlights: An ERIC/CAPS Digest.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Admissions Counseling, *College Bound Students, College Choice, College Preparation, *Counselor Role, Decision Making, Elementary Secondary Education, Equal Education, *School Counseling, *School Counselors, *School Guidance, Student Needs
Identifiers—ERIC Digests
This factsheet explores the school counselor's role in helping college-bound students. Equity in counseling is considered in the areas of access to counseling and student tracking. Timelines in precollege counseling are presented for elementary and junior high grades, and for each grade level in high school. Eight resource documents are listed. (NB)

**ED 291 017** CG 020 549
*Benjamin, Libby*
**Understanding and Managing Stress in the Academic World. Highlights: An ERIC/CAPS Digest.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*College Faculty, *College Students, *Coping, Counseling Techniques, Higher Education, Intervention, Prevention, *School Counselors, *Stress Management, *Stress Variables, Student Needs
Identifiers—ERIC Digests
This factsheet presents several generalizations regarding stress, then looks specifically at fac-

ulty/counselor distress and student distress. Coping strategies to help faculty and counselors reduce their own stress and the stress of students are listed; both preventive and combative strategies are included. (NB)

**ED 291 018** CG 020 550
*Klimek, David Anderson, Mary*
**Understanding and Parenting Adolescents. Highlights: An ERIC/CAPS Digest.**
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adolescent Development, *Adolescents, Change, *Developmental Tasks, *Family Life, *Family Relationship, *Parent Child Relationship, Psychological Patterns, Self Evaluation (Individuals), Significant Others
Identifiers—ERIC Digests
This factsheet considers the psychological task of adolescence, explains the adolescent's separation from his/her parents, and gives child and parent checklists for evaluating family functioning. Patterns of family development are discussed, including midlife parental development and the influence of previous generations. The role of non-family adults is described. (NB)

# CS

**ED 286 200** CS 210 807
*Rubin, Donald L. Dodd, William M.*
**Talking into Writing: Exercises for Basic Writers.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—69p.; TRIP: Theory & Research into Practice Series. For the full instructor's manual for Project Synapse, see ED 267 455.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50055-222, $4.50 member, $5.75 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Content Area Writing, *Freshman Composition, *Group Discussion, Higher Education, Peer Influence, Persuasive Discourse, Remedial Instruction, Rhetorical Invention, *Speech Communication, Teaching Methods, Theory Practice Relationship, *Writing Exercises, Writing Improvement, *Writing Instruction
Identifiers—Audience Awareness, *Basic Writing, *Project Synapse, Role Reversal, Talk Write Method, Topic Units
Intended for college-level basic writers, this booklet integrates training in selected oral communication activities with writing instruction in order to improve students' academic writing. The first section discusses oral communication theory, emphasizing the underlying rhetorical abilities of invention, audience adaptation, and argumentation, to enhance group interaction in the writing classroom. The second half presents practical exercises to increase writing motivation, such as role switching, peer questioning, topic sculpting, and forensic discussion. This section concludes with an application of these exercises for use in content area writing (writing across the curriculum). (References and a selected bibliography are attached.) (NKA)

**ED 286 204** CS 210 812
**Recommended English Language Arts Curriculum Guides, K-12, 1987.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—34p.; For the 1986 edition, see ED 274 984.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515-222, $2.25 member, $3.00 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, English Instruction, *Evaluation Criteria, *Language Arts, Resource Materials
Developed by the National Council of Teachers of English (NCTE), Committee to Evaluate Curriculum Guides and Competency Requirements, this guide is intended to help teachers and administrators develop exemplary English language arts curricula. The first part of the booklet presents an annotated list of recommended curriculum guides representing a variety of curriculum frameworks and content units for reference use by schools and agencies in the process of developing or revising a curriculum. In addition to the 1987 list, annotations for curriculum guides recommended in 1985 and 1986 are included, as is information on grade level, on content aims and objectives, and on how to obtain the guide. The second part of the booklet contains revised criteria for planning and evaluating English language arts curriculum guides. These criteria are organized under the headings of philosophy, objectives, language, composition, reading, literature, media, organization, policies and procedures, and design. Information on how to obtain the recommended guides concludes the booklet. (SKC)

**ED 288 219** CS 505 796
*Kelner, John W. Sam*
**Mediation: Toward a Civilized System of Dispute Resolution.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-944811-00-0
Pub Date—87
Contract—400-86-0045
Note—74p.
Available from—Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($8.95).
Pub Type— Books (010) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Arbitration, Communication Research, *Communication Skills, *Conflict Resolution, Ethics, Individual Characteristics, *Interpersonal Relationship, Learning Activities, Speech Communication, Theory Practice Relationship, Training Methods
Identifiers—*Mediation Techniques, *Mediators
Because the intervention of a neutral third party is currently gaining favor as an alternative form of dispute resolution, this book explores the process of mediation in the context of managing struggle and examines some of the characteristics of mediators, their training and ethics, and the techniques and skills of good mediation. The theory section of the book contains three chapters dealing respectively with basic concepts and contexts, origins and development of mediation, and the mediator. The chapters in the section on practice are as follows: (1) "The Mediator in Action"; (2) "Phases in the Mediation Process"; (3) "Mediator Behaviors: Relationships, Processes, and Strategies"; (4) "Power and the Mediator"; (5) "You Are the Mediator: A Summary of Suggestions"; and (6) "Helping the Parties Use Mediation." The five appendixes include simulated cases for mediation, mediation analysis and evaluation forms, special exercises for mediators-to-be, a section on special projects, and a sample agreement between parties coming to mediation. Eighty-one references are included. (SKC)

**ED 289 193** CS 505 817
*Wilson, John F.*
**Resources for Public Speaking: A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 81
Note—5p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Audience Analysis, Communication (Thought Transfer), Higher Education, Listening Skills, *Public Speaking, Rhetoric, Speech Communication, Speech Curriculum, Speech Instruction, Theory Practice Relationship, Verbal Communication
The 32 sources in this annotated bibliography are compiled for those interested in the available resources concerning theory and practice in public speaking. The bibliography cites only books with comprehensive treatments of the art of public speaking and its background, the majority of the items being textbooks that have gone through at least one edition. (JC)

**ED 289 194** CS 505 818
*Metzger, Nancy J.*
**Helping the Reticent Student: A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 81
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Classroom Communication, *Communication Apprehension, Communication Problems, Elementary Secondary Education, Higher Education, Interpersonal Communication, Self Esteem, Student Alienation, Student Attitudes, Student Participation, Teacher Role, *Teacher Student Relationship, *Withdrawal (Psychology)
Identifiers—*Reticence, *Shyness
Sources in this revised annotated bibliography are compiled for elementary, secondary, and college level teachers interested in the identification and instruction of reticent students. The 19 citations refer to sources on communication apprehension and shyness in addition to reticence. (JC)

**ED 289 195** CS 505 819
*Rogers, Donald P.*
**Organizational Communaication. A Selected, Annotated Bibliography. Revised Edition.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 82
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, *Business Communication, Business Education, Communication Research, Higher Education, Interpersonal Communication, Models, Organizational Climate, *Organizational Communication, *Persuasive Discourse, Speech Communication
Intended for those new to the study of organizational communication, this revised annotated bibliography cites books and articles selected on the basis of clarity and comprehensiveness in providing background material or critical perspectives on organizational communication. The 27 citations in the bibliography focus on original literature (excluding current textbooks), theoretical considerations (excluding communications management and how-to-do-it), and general concepts (excluding specific concerns). (SKC)

**ED 289 196** CS 505 820
*Semlak, William D. Cutbirth, Craig W.*
**Argumentation and Debate: A Selected Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 82
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Communication (Thought Transfer), Competition, *Debate, Judges, Motivation Techniques, *Persuasive Discourse, Public Speaking, Rhetorical Invention, Speech Communication
Identifiers—Debate Coaches, Debate Strategies, *Debate Theory, National Debate Topic, National Debate Tournament
The 33 sources cited in this annotated bibliography are intended for forensics coaches and participants. References are organized as follows: the philosophy, rationale, and mechanics of forensics education; major theoretical works and textbooks; and issues related to theory and practice. Information on "ERIC First Analysis," a publication of the national high school debate topic resolutions published in conjunction with the Speech Communication Association, is also included. (JC)

**ED 289 197** CS 505 821
*Friedman, Paul G.*
**Oral History: An Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 82
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, Audiotape Recordings, Elementary Secondary Education, Family History, Information Sources, Interpersonal Communication, Interviews, *Memory, *Oral History, *Personal Narratives, Primary Sources, Research Tools, *Social History
Identifiers—*Historical Research, Oral Journals, Oral Literature
Defining oral history as a method of inquiry by which the memories of individuals are elicited, preserved in interview transcripts or on tape recordings, and then used to enrich understanding of individuals' lives and the events in which they participated, this annotated bibliography provides a broad overview and a sampling of the resources available to researchers and practitioners interested in oral history. The citations are divided into six topics: guides for developing oral history projects; biographical research using oral history; using oral history as a teaching tool; oral history and the elderly; oral history and family heritage; and popular books using oral history. (NKA)

**ED 289 198** CS 505 822
*Johannesen, Richard L.*
**Ethical Responsibility in Communication: A Selected, Annotated Bibliography. Fourth Edition.**
Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Advertising, Codes of Ethics, Communication Research, *Ethics, Higher Education, *Interpersonal Communication, *Mass Media, Persuasive Discourse, Public Speaking, Responsibility, Rhetoric, Secondary Education, Speech Curriculum, Theory Practice Relationship, Values Education
Identifiers—Communication Strategies
Representing works published between 1970 and 1984, this annotated bibliography identifies a variety of readings that explore fundamental issues of ethics in interpersonal, public, and mass communication, and that examine from an ethical viewpoint how to and whether to employ particular communication tactics or techniques. The bibliography contains 39 references to general works, case studies, and sources pertinent to ethics in mass communication. (JC)

**ED 289 199** CS 505 823
*Erway, Ella A.*
**Listening: Theory and Instruction. A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 84
Note—5p.; Best copy available.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, *Basic Skills, Behavioral Science Research, Communication Research, Counselors, Elementary Secondary Education, Employers, Higher Education, Listening, Listening Comprehension, *Listening Skills, Research Methodology, Skill Development, *Teaching Methods, *Theory Practice Relationship
Identifiers—Listening Strategies, *Listening Theory
Noting that listening is a major concern of basic skills teachers, counselors, and employers, this annotated bibliography cites references for current behavioral research and methodology in teaching listening skills. Forty-nine references are included, as well as information on how to order those citations drawn from the ERIC database. (JC)

**ED 289 200** CS 505 824
*Gray, Philip A.*
**Assessment of Basic Oral Communication Skills: A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Ability Identification, Basic Skills, Communication Skills, *Educational Assessment, Elementary Secondary Education, Interpersonal Communication, *Listening Skills, *Minimum Competency Testing, Skill Development, *Speech Skills, Student Evaluation
The 40 references in this annotated bibliography are intended for educators concerned with assessment of basic speaking and listening skills, especially in the context of minimal competency testing and basic skill improvement programs. The materials cited do the following: (1) address broad assessment issues; (2) review a variety of test instruments; (3) report assessment practices throughout the states; and (4) focus specifically on the assessment of speaking, listening, and functional communication skills. (JC)

**ED 289 201** CS 505 825
*Taylor, K. Phillip*
**Conformity and Group Polarization: A Selected Annotated Basic Bibliography.**
Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adjustment (to Environment), Annotated Bibliographies, Communication Research, Compliance (Psychology), Conformity, *Group Dynamics, *Interaction Process Analysis, *Peer Influence, Sociology, Speech Communication
Sources in this annotated bibliography are compiled for investigators in speech communication and social sciences interested in the influence of the group on the individual member (conformity and deviation), and for those interested in group consensus formation and the consequences of pressure to uniformity (polarization). The 34 citations include recent conformity and polarization research as well as classic early studies on the subject. (JG)

**ED 289 203** CS 505 827
*Friedley, Sheryl A.*
**Interpersonal Communication: A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 84
Note—5p.; Small print.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, *Communication (Thought Transfer), Communication Research, *Course Content, Higher Education, *Interpersonal Communication, Interpersonal Relationship, *Introductory Courses, Secondary Education, Speech Curriculum, *Speech Instruction, Teaching Methods
Identifiers—*Communication Behavior, Communication Strategies, *Speech Communication Education
Designed to assist secondary school and college teachers select classroom materials for an introductory course in interpersonal communication, this annotated bibliography cites materials that provide both descriptive and prescriptive information to enhance the development of the basic interpersonal communication course. The sources include recent editions of widely used texts–with special attention to specific orientation and units of study–as well as instructional resource materials. The 37 citations are organized under the following formats: (1) general texts; (2) anthologies; and (3) institutional resources. (NKA)

**ED 289 204** CS 505 828
*Phifer, Gregg*
**Parliamentary Law: A Selected Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, Course Content, *Group Discussion, Group Dynamics, Higher Education, *Interpersonal Communication, Laws, *Meetings, Organizational Communication, Organizations (Groups), *Parliamentary Procedures
Identifiers—*Formal Language, Organizational Behavior, Organizational Skills, *Parliamentarians, Rule Governed Behavior, Rules and Regulations
Sources in this annotated bibliography are intended for persons who are called upon to moderate or participate in formal or large-group meetings, and for instructors who teach courses in parliamentary law or who must incorporate such a unit in a larger course. The 43 citations are organized by format: (1) manuals; (2) textbooks; (3) programmed texts; (4) readings and other specialties; (5) journal articles; (6) ERIC documents; (7) films; and (8) periodicals. (NKA)

**ED 289 205** CS 505 829
*Ritter, Kurt Hellweg, Susan A.*
**Political Campaign Debating: A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, *Debate, Higher Education, Mass Media Effects, Persuasive Discourse, *Political Campaigns, *Political Candidates, Political Issues, *Presidential Campaigns (United States), Public Speaking, Rhetoric, Secondary Education, *Television, Television Research
Identifiers—Communication Behavior, Debate Strategies, Debate Theory
Noting that television debates have become a regular feature of the media politics by which candidates seek office, this annotated bibliography is particularly intended to assist teachers and researchers of debate, argumentation, and political communication. The 40 citations are limited to the television era of American politics and categorized as follows: (1) scholarly books and monographs; (2) public affairs books and monographs; (3) academic articles and chapters; (4) papers from academic conferences; and (5) debate transcripts and videotapes. (NKA)

**ED 289 206** CS 505 830
*Foss, Karen S.*
**Feminist Rhetoric: A Selected Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, Civil Rights, Communication Research, Cultural Context, *Discourse Analysis, Females, *Feminism, Ideology, *Language Usage, Political Issues, *Rhetoric, *Rhetorical Criticism, Sex Bias, Sex Role, *Social History, Womens Studies
Identifiers—Equal Rights Amendment, *Feminist Criticism, Male Female Relationship, Rhetorical Community, Rhetorical Stance, Womens Literature, Womens Organizations
Noting that the proliferation of discourse by and about the women's movement makes focus imperative in a bibliography dealing with feminism, this annotated bibliography concentrates on rhetorical analysis of American feminist rhetoric. The 42 cited items, most of which appeared in communication journals or were presented at communication conventions, are intended for use by teachers and students of communication interested in understanding feminist discourse. (NKA)

**ED 289 207** CS 505 831
*Peterson, Eric E.*
**Readers Theatre: An Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 85
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Aesthetic Values, Annotated Bibliographies, Choral Speaking, Communication Research, *Drama, Elementary Secondary Education, Higher Education, Literature Appreciation, Oral Interpretation, *Readers Theater, Speech Communication, *Theater Arts, *Theory Practice Relationship
Defining readers theatre as a form of aesthetic communication that encompasses ensemble or group oral interpretation including dramatic production of literature, this annotated bibliography emphasizes traditional theory and practice. The 34-item bibliography cites material from the following types of sources and topics: (1) books and journals; (2) description and application; (3) text and adaptation; (4) performance and production; (5) criticism and evaluation; and (6) bibliography. (SKC)

**ED 289 208** CS 505 832
*McDermott, Steven T.*
**Persuasion: A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 85
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Advertising, Annotated Bibliographies, Attitude Change, Communication Research, Elementary Secondary Education, Higher Education, *Interpersonal Communication, *Mass Media Effects, *Persuasive Discourse, *Public Speaking, Research Methodology, Rhetoric, Speech Communication, Television Research, Theory Practice Relationship
Designed to reflect the diversity of approaches to persuasion, this annotated bibliography cites materials selected for their contribution to that diversity as well as for being relatively current and/or especially significant representatives of particular approaches. The bibliography starts with a list of 17 general textbooks on approaches to persuasion. The 19 research references that follow were selected to represent the variety of approaches used and contexts investigated for persuasive effects, including interpersonal studies, public studies, and mass contexts. (SKC)

**ED 289 209** CS 505 833
*Feezel, Jerry D. Gray, Pamela L.*
**Communication in the Elementary Grades: A Selected, Annotated Basic Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 85
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, Communication Research, *Communication Skills, Core Curriculum, *Course Objectives, *Course Organization, Elementary Education, *Interpersonal Communication, *Language Acquisition, Language Arts, Parent Role, Public Speaking, School Role, Speech Communication, *Speech Instruction
Sources in this annotated bibliography are intended to assist cooperative efforts by teachers, district language arts supervisors, communication consultants, reading specialists, parents, principals, teacher educators, and state education office personnel in their efforts at furthering the speech and language growth of elementary school students. The 41 annotations are divided into two main categories: resources to increase adult understanding and resources for ideas to use with children. Both categories in the bibliography identify sources that can be understood and used by lay people interested in the communication development of children. (SKC)

**ED 289 210** CS 505 834
*Benoit, William L.*
**Argumentation Theory. [A Selected Annotated Bibliography].**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Pub Date—Oct 85
Note—5p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, Attitude Change, Communication Research, Elementary Secondary Education, Higher Education, Interpersonal Communication, *Persuasive Discourse, Rhetoric, *Speech Communication, Teaching Methods, *Theories, *Theory Practice Relationship
Identifiers—*Argumentation Theory, Perelman (Chaim), *Rhetorical Theory
Materials dealing with aspects of argumentation theory are cited in this annotated bibliography. The 50 citations are organized by topic as follows: (1) argumentation; (2) the nature of argument; (3) traditional perspectives on argument; (4) argument diagrams; (5) Chaim Perelman's theory of rhetoric; (6) the evaluation of argument; (7) argument fields; (8) argument and attitude change; and (9) argument in interaction. (SKC)

**ED 289 211** CS 505 835
*Stacks, Don W.*
**Nonverbal Communication: Theory, Assessment, and Instruction. A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 85
Note—5p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, Classroom Communication, *Communication (Thought Transfer), Communication Research, *Educational Assessment, Elementary Secondary Education, Higher Education, Interpersonal Communication, *Nonverbal Communication, Teacher Student Relationship, Teaching Methods, Textbooks, *Theory Practice Relationship
Designed for elementary, secondary, and college level teachers interested in teaching nonverbal communication, assessing nonverbal skills in the classroom, and incorporating nonverbal units in other courses, the references in this annotated bibliography range from overviews to specifically selected interest areas in nonverbal communication. The 25 citations are organized as follows: (1) 9 books for use as general introductory or overview texts; and (2) 16 articles on specific research studies of nonverbal communication, or on specific applications of nonverbal theory. (JG)

**ED 289 212** CS 505 836
*Benoit, William L.*
**Persuasion: Attitude/Behavior Change. A Selected, Annotated Bibliography.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 85
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Annotated Bibliographies, *Attitude Change, *Behavior Change, Beliefs, *Cognitive Psychology, *Communication (Thought Transfer), Developmental Psychology, Learning Theories, Persuasive Discourse, *Psychological Studies, Psychology, Social Psychology, Social Science Research, Theories
Designed for teachers, students and researchers of the psychological dimensions of attitude and behavior change, this annotated bibliography lists books, bibliographies and articles on the subject ranging from general introductions and surveys through specific research studies, and from theoretical position essays to literature reviews. The 42 citations are organized under the following headings: (1) general works; (2) learning theories of persuasion; (3) consistency theories; (4) social judgment/involvement; (5) information integration theory; (6) source credibility; (7) message variables; (8) compliance-gaining strategies; (9) attitude-behavior consistency; and (10) resistance to persuasion. (JG)

**ED 291 108** CS 211 085
*Pugh, Sharon L.*
**Teaching Children To Appreciate Literature. ERIC Digest Number 1.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188-06-2001
Note—3p.; Document printed on yellow paper.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Childrens Literature, Elementary Secondary Education, Independent Reading, *Literature Appreciation, *Reader Response, Reader Text Relationship, Reading Comprehension, Reading Materials, Reading Material Selection, Reading Strategies
Identifiers—ERIC Digests, Reading Motivation

Two basic approaches to teaching children to appreciate literature at any level are the structural (traditional literary analysis) and the reader response approaches. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. For children, encounters with literature should retain characteristics of play, children's most natural activity. As they encounter more varied literature, children must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. (Thirteen references are attached.) (JK)

**ED 293 093** CS 009 094
**Workplace Literacy. Focused Access to Selected Topics (FAST) Bibliography No. 1.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—RCS-FAST-BIB-1
Pub Date—88
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Adult Education, *Adult Literacy, Adult Reading Programs, *Annotated Bibliographies, Basal Reading, Functional Literacy, *Job Skills, Labor Education, Reading Ability, Reading Skills, Writing Skills
Identifiers—*Job Related Literacy, Reading Management

Compiled to assist those who are interested in building better workplace literacy programs, the first ERIC/RCS FAST (Focused Access to Selected Topics) Bibliography is a selection of representative documents from searches of the ERIC database. The bibliography is divided into the following groups: eight sources that provide an overview of concerns about workplace literacy; five general background sources; five sources which help define workplace literacy; and five descriptions of programs/projects. A brief annotation accompanies each item. (JK)

**ED 293 094** CS 009 095
**Understanding the Stages of a Child's Reading Development. Focused Access To Selected Topics (FAST) Bibliography No. 3.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—RCS-FAST-BIB-3
Pub Date—88
Contract—RI88062001
Note—4p.; For the Reprint Bibliography, see CS 009 093.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Basal Reading, Beginning Reading, *Bibliographies, Elementary Education, *Parent Child Relationship, Parent Participation, *Parent Role, Parent Student Relationship, Parent Teacher Cooperation, Primary Education, Reading Aloud to Others, *Reading Improvement, *Reading Skills, Student School Relationship
Identifiers—Reading Management, Reading Motivation

A selection from the many citations of material in the ERIC/RCS Reprint Bibliography entitled "Helping Parents Understand the Stages of Their Child's Reading Development," this FAST (Focused Access to Selected Topics) annotated bibliography can serve as a guide and beginning point for parents who want to become better informed about any or all of the phases of their child's reading development. The bibliography is divided into three sections: (1) the preschool phase (10 citations); (2) the beginning reading stage (3 citations); and (3) the developing reading stage reading stage (3 citations); and (3) the developing reading stage (11 citations). (JK)

**ED 293 130** CS 211 121
*Tone, Bruce Winchester, Dorothy*
**Computer-Assisted Writing Instruction. ERIC Digest Number 2, 1988.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Grant—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computers, Elementary Secondary Education, Revision (Written Composition), Technological Advancement, *Word Processing, Writing Improvement, *Writing Instruction, Writing Skills, Written Language
Identifiers—Computer Services, ERIC Digests, *Technology Assessment, Writing Implements, Writing Tasks

Reports in the ERIC database have found that computer-assisted writing instruction has some effect–if not a dramatic impact–in both the quantity and quality of student writing. Although computers are becoming more common in schools, the influx of computers into schools may not assure students ample opportunity to use them. Limited time-on-task may be one of the reasons. However, the computer will almost certainly become more and more a part of the lives of students, whatever the limits of the experience they have in using computers in school. The computer's great advantage for writers who know how to compose on one is its facilitation of revision. (Twenty references are included.) (JK)

**ED 293 131** CS 211 122
**Writing across the Curriculum: 1983-1987. Focused Access to Selected Topics (FAST) Bibliography No. 2.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—RCS-FAST-BIB-2
Pub Date—88
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Annotated Bibliographies, Content Area Writing, Elementary Secondary Education, *Writing Across the Curriculum, Writing Exercises, Writing Improvement, Writing Instruction, Writing Skills
Identifiers—*ERIC Clearinghouse on Reading and Commun Skills, Writing Tasks

A current selection from the many citations of material in the ERIC database, this bibliography offers practical information for introducing and implementing writing across the curriculum programs in elementary and secondary schools. The bibliography is divided into sections on (1) writing across the curriculum (8 citations); (2) writing to learn in different disciplines (6 citations); and (3) program descriptions in the database (8 citations). (JK)

**ED 295 132** CS 009 166
*Hyslop, Nancy B. Tone, Bruce*
**Listening: Are We Teaching It, and If So, How? ERIC Digest.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Listening, *Listening Comprehension, *Listening Skills, Teaching Methods
Identifiers—ERIC Digests, Listening Research, Listening Theory

Although listening provides a foundation for all aspects of language and cognitive development and plays a lifelong role in the processes of learning and communication essential to productive participation in life, there is a tendency for teachers not to emphasize listening objectives. Even though no widely accepted model for listening has been developed, several researchers have linked listening skills to reading skills, and processing models for reading contribute to the understanding of listening. The developing discussion of listening has contributed to directions in the classroom. Choate and Rakes (1987), for example, present a structured listening activity not unlike one that would promote reading comprehension. Questioning, usually by the teacher, is the key to most of the instructional strategies in the literature about teaching listening. Although some argue that listening should be taught as a separate mode, the tendency of many teaching methodologies and techniques on listening to draw on theory, objectives, and skills more established in the other language modes seems reasonable. (Nineteen references are attached). (ARH)

**ED 295 214** CS 211 314
*Tsujimoto, Joseph I.*
**Teaching Poetry Writing to Adolescents.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-5226-0
Pub Date—88
Contract—400-86-0045
Note—120p.
Available from—NCTE, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52260-015, $4.75 member, $5.95 nonmember).
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—*Adolescents, Class Activities, *Creative Writing, Elementary Secondary Education, English Instruction, Grade 7, Grade 8, Higher Education, Junior High Schools, *Poetry, Reader Response, Revision (Written Composition), Student Writing Models, Teaching Methods, *Writing Instruction
Identifiers—Writing Attitudes, *Writing Models

Intended to serve as a general model for the teaching of poetry writing, and written from the perspective of one individual teacher's thinking and experience, this guide, although originally written for teachers of seventh and eighth graders, is adaptable to other levels–elementary, high school, and college. Chapter 1, "Students and Teachers," introduces the teacher and his students, compares junior high school students to elementary and high school students and introduces Konstantin Lardas, the college professor who served as model and inspiration for the approach to teaching and literature described in this book. Chapter 2, "Models and Teaching Designs," establishes the theoretical groundwork upon which the poetry assignments given were designed, sequenced, presented, revised, evaluated, and completed, resulting in individual poetry books. Chapter 3, "Poems and Poetry Assignments," presents 18 poetry assignments found to be effective in the classroom. (Twelve references are included.) (ARH)

**ED 296 347** CS 211 354
*Strange, Rebecca L.*
**Audience Awareness: When and How Does It Develop? ERIC Digest No. 4, 1988.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88-06-2001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Audience Analysis, *Audience Awareness, *Classroom Environment, Educational Strategies, Elementary Secondary Education, *Reading Writing Relationship, Writing Evaluation, Writing Exercises, *Writing Improvement
Identifiers—ERIC Digests, Writing Assignments

A case can be made for teachers to use audience-oriented teaching strategies that encourage children to write for a wide range of readers. Even so, questions remain about how writers, especially

student writers, actually learn to consider an audience of readers when they write. Research suggests that a developmental trend exists in which children gradually develop a sense of audience in their writing. Other studies suggest that teachers can develop effective audience-oriented writing strategies only if they think carefully about their own role as an audience for their students' writing. The ERIC database contains numerous ideas for assignments and strategies that (1) encourage students to write for a range of audiences; (2) provide opportunities to receive responses from these audiences; and (3) help students learn the value of writing as a process of communication. (MS)

**ED 296 419** CS 506 270
*Aiex, Nola Kortner*
**Communicating within Organizational Cultures. ERIC Digest No. 5, 1988.**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88-06-2001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Audience Awareness, *Communication Research, *Language Role, Metaphors, *Organizational Communication, *Speech Communication, Technical Writing, Values, *Writing Instruction
Identifiers—ERIC Digests, Japan, *Organizational Culture
In the present decade, many management and organizational communication scholars have explored a guiding metaphor–organizational culture. Japanese industry has developed a corporate model that may have provided the concepts involved in organizational culture: ideology, beliefs, rituals, myths, and symbols. Organizational culture is inextricably interwoven with speech communication, but organizational communication entails more than just speech communication. A recent survey has found that professional communicators rate the ability to define corporate and communications objectives as their most important concerns. Technical writing is also a prime concern of corporate professionals. The manner in which organizations and the people who work within them use language is directly related to the concept of organizational culture, since language is the prime element with which values are articulated and communications are transmitted and understood. (MS)

# EA

**ED 287 206** EA 019 707
**Improving the Quality of Teaching. The Best of ERIC on Educational Management, No. 90.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Administrator Role, Classroom Observation Techniques, Classroom Research, Classroom Techniques, Elementary Secondary Education, Instructional Effectiveness, Instructional Leadership, Literature Reviews, Mastery Learning, *Principals, Self Evaluation (Individuals), Staff Development, *Teacher Effectiveness, *Teacher Improvement
The 11 journal articles reviewed in this annotated bibliography focus on ways teachers and principals can improve the quality of teaching. Among the four articles directed toward principals are two that relate to the culture of the school; another presents a model to principals for achieving quality instruction; and the fourth proposes six strategies principals can use in classroom observation. Articles directed toward teachers describe: (1) a self-assessment procedure to help teachers and supervisors improve instructional effectiveness; (2) a teacher-directed, mastery learning approach used by the Exemplary Center for Reading Instruction (ECRI); (3) strategies that teachers can use to expand student thinking capability; and (4) a mastery learning program for teachers. Research applications are discussed in two articles: one reviews six paradigms of classroom research that have helped define the concept of effective teaching; the other, citing views of teaching as both a science and an art, deals with the difficulty in assessing teacher effectiveness through conventional research methods. The final article explores the six common factors of the Instructionally Effective Schools approach as a way to improve education without additional funding. (MLF)

**ED 287 211** EA 019 726
*Weber, James R.*
**Instructional Leadership: A Composite Working Model. Synthesis of the Literature.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—400-86-0004
Note—71p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see ED 019 727-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($8.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Curriculum Development, Elementary Secondary Education, Evaluation Methods, *Instructional Leadership, *Leadership Responsibility, Leadership Styles, *Models, Organizational Effectiveness, Principals, Program Evaluation, *School Administration, *School Supervision, Teacher Selection, *Teacher Supervision, Time Management
Identifiers—ERIC Clearinghouse on Educational Management, North Central Regional Educational Laboratory
This synthesis of research findings translates investigations in instructional leadership into a working model for practitioners–principals, assistant principals, teachers, and others. Three kinds of research–theoretical, practical, and ethnographic–are used to develop a model based on six interrelated functions of instructional leadership, covered in six chapters. The first of these is setting academic goals, and this involves communicating a vision of success and developing a plan of action. Chapter 2 addresses the task of organizing the instructional program. Included is a discussion of managing the school as a loosely coupled system, a section on curriculum management, and an outline of organizational strategies. Chapter 3 discusses the hiring, supervision, and evaluation of teachers. Chapter 4 provides strategies for protecting instructional time and programs, and chapter 5 discusses the importance of maintaining high expectations to establish a climate for learning. Chapter 6 is devoted to monitoring achievement levels and evaluating programs. Instead of the more common "engineering" model of evaluation (based on input/output analysis), a "medical" model is proposed, based on assessing a wider range of characteristics and looking at unintended as well as intended outcomes. A 7-page bibliography lists 71 references. (TE)

**ED 287 212** EA 019 727
*Weber, James R.*
**Models of Instructional Leadership. Annotated Bibliography.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—400-86-0004
Note—28p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($6.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Administrator Responsibility, Administrator Role, Citation Analysis, Elementary Secondary Education, Instructional Development, Instructional Improvement, *Instructional Leadership, Leadership Responsibility, *Models, *Principals, *School Supervision, Teacher Administrator Relationship, *Teacher Supervision
Identifiers—ERIC Clearinghouse on Educational Management
This annotated bibliography was prepared to serve as background material for the paper "Instructional Leadership: A Composite Working Model" by James R. Weber. Although not all the materials compiled in this bibliography propose discrete models of instructional leadership, the selections represent the range of issues, tasks, and perspectives that such a model must embrace. The materials were identified through a search of the ERIC Database, supplemented by manual reference, and almost all the items included have been published since 1980. A total of 35 items are annotated. (TE)

**ED 287 213** EA 019 728
*Weber, James R.*
**Teacher Evaluation as a Strategy for Improving Instruction. Synthesis of Literature.**
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—72p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($10.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Accountability, Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, Feedback, *Instructional Improvement, Lesson Observation Criteria, Teacher Administrator Relationship, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision
Identifiers—ERIC Clearinghouse on Educational Management
This review surveys major currents of thought and practice in teacher evaluation. Citing recent state-mandated teacher evaluation policies and procedures, several compelling questions of accuracy, fairness, and utility are raised. In response to these questions, the document first focuses on the distinction between formative and summative evaluation, the relation of the latter to minimum standards and legal mandates, and the correlation of methods with purposes. Alternatives developed since the 1960s include goal-setting models such as the performance-objectives approach, outcome-based models, and clinical supervision models. In the next section, the separate problems of the two main participants in the teacher evaluation process–evaluators and teachers–are analyzed. The evaluator's main concerns are the separation of summative and formative tasks, the need for expertise, and the relationship with the teacher, while teachers need to be involved in developing evaluation criteria, and they need to feel that the criteria by which they are evaluated are sound and relevant to their teaching. The fourth section discusses the three stages of teacher evaluation–preobservation conferences, the observation itself, and the postobservation conference–and touches on other sources of data besides observation: parent evaluations, peer observation, teaching materials, student evaluations, and self-evaluations.

The conclusion addresses four key issues: (1) coexistence of teacher development and accountability; (2) supervision versus evaluation; (3) utility of evaluation in improving teaching; and (4) the most productive, least time-wasting approaches to observation. Appended is a syllabus of Thomas McGreal's training program for staff and supervisors. (TE)

**ED 287 214** EA 019 729
*Weber, James R.*
**Teacher Evaluation. Annotated Bibliography.**
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—32p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($6.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Accountability, Citation Analysis, Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, Feedback, *Instructional Improvement, Lesson Observation Criteria, Teacher Administrator Relationship, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision
Identifiers—ERIC Clearinghouse on Educational Management
This annotated bibliography was prepared to provide background material for a synthesis paper, "Teacher Evaluation as a Strategy for Improving Instruction." Both formative (teacher improvement) and summative (personnel decisions) aspects of the topic are addressed by the materials collected. The 52 selected items, most of which were published since 1980, reflect major currents of thought and practice in teacher evaluation. Entries were identified through a search of the ERIC database, supplemented by the recommendations of reviewers who read the first draft of the synthesis paper. (TE)

**ED 287 215** EA 019 730
*Scott, James J. Smith, Stuart C.*
**From Isolation to Collaboration: Improving the Work Environment of Teaching.**
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—92p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($8.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Administrative Organization, Advisory Committees, *Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Instructional Leadership, *Interprofessional Relationship, Participative Decision Making, Principals, School Based Management, School Effectiveness, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale, *Teacher Participation, *Teaching Conditions, Teamwork
Identifiers—ERIC Clearinghouse on Educational Management
This review summarizes the rapidly growing body of findings on the social and organizational environment of teaching and examines one innovation–the collaborative school–that offers promise of an organizational context more conducive to effective teaching. Chapter 1 characterizes the actual conditions under which teachers work, focusing on interactions among teachers and between them and administrators. Chapter 2 examines the formal and informal bonds connecting the classroom, the individual school, the school district, and the state and federal governments. It is concluded that the individual school is the vital unit of school reform and that the workplace conditions of the school play a major role in school effectiveness. Accordingly, chapter 3 sets forth the characteristics of collaborative schools–a set of attitudes and the interactions generated by those attitudes that researchers have found to correlate with improved teaching and learning. Chapter 4 describes formal programs that educators have developed to help administrators introduce norms of collaboration in schools where teachers are accustomed to working in isolation from one another, and practical suggestions are offered about ways in which principals' day-to-day activities can encourage such norms. These suggestions include forming teacher committees to work on specific school problems and providing teachers with time to observe one another. An 82-item, 8-page bibliography is included. (TE)

**ED 287 216** EA 019 731
*Scott, James J.*
**The Social and Organizational Context of Teaching. Annotated Bibliography.**
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—36p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-730.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($6.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Administrative Organization, Advisory Committees, *Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Instructional Leadership, *Interprofessional Relationship, Participative Decision Making, Principals, School Based Management, School Effectiveness, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale, *Teacher Participation, *Teaching Conditions, Teamwork
Identifiers—ERIC Clearinghouse on Educational Management
This annotated bibliography was prepared to serve as background material for the writing of the synthesis paper "From Isolation to Collaboration: Improving the Work Environment of Teaching." Items were selected to represent the range of issues that pertain to the social and organizational context of teaching. The selected materials emphasize conditions over which teachers and administrators have some degree of control. For example, educators may not be able to alter the racial or socioeconomic composition of the student body or the condition of the school's physical plant, but teachers can learn to share their instructional expertise with one another and administrators can choose to solicit teachers' opinions when planning new programs or revising old ones. The bulk of the items were published during the last four years; only a few entries precede 1980. Most items were identified through a search of the ERIC database, but several items were obtained directly from scholars working in this area. (TE)

**ED 288 261** EA 019 771
*Weber, James R.*
**Instructional Leadership: Contexts and Challenges.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Oregon School Study Council, Eugene.
Pub Date—Nov 87
Note—48p.
Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; quantity discounts; add $1.50 for shipping and handling on billed orders).
Journal Cit—OSSC Bulletin; v31 n3 Nov 1987
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Classroom Observation Techniques, Curriculum Development, *Educational Environment, Elementary Secondary Education, *Instructional Leadership, *Leadership Styles, *Participative Decision Making, *Principals, Problem Solving, Teacher Administrator Relationship, Teacher Supervision
Instructional leadership is long-term dedication to instructional excellence that includes both instructional and school management issues. Recent research suggests that effective principals can make a significant difference in their schools' instructional programs through a combination of personal traits, particularly a strong belief in their schools, and the management strategies used to oversee and guide instruction. This bulletin examines some of the issues and tasks associated with instructional leadership from the perspective of instructional concerns and from the study of leadership behaviors. Within the contexts influencing learning–in communities, in the school's organization, and in the values held by their staffs–reside both the problems and the resources with which instructional leaders work. After considering contexts, this bulletin looks at factors affecting the technology of instruction, including objectives, evaluation, staff development, and organizational climate. Finally, the document concludes by discussing the advantages of sharing leadership responsibilities to promote better instruction and improve student performance. Appended are 46 references. (MLF)

**ED 290 233** EA 019 895
*Scott, James J. Smith, Stuart C.*
**Collaborative Schools. ERIC Digest Series, Number 22.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-0003
Note—4p.; Printed on colored paper.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Administrative Organization, *Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Instructional Leadership, *Interprofessional Relationship, Participative Decision Making, Principals, School Based Management, School Effectiveness, *Teacher Administrator Relationship, *Teacher Participation, *Teaching Conditions, Teamwork
Identifiers—*Collaborative Learning, ERIC Digests
A growing number of educators are focusing their efforts on improving the work environment of teaching. In place of the typical school's norms and practices that isolate teachers from one another, collaborative schools have norms that encourage teachers and principals to cooperate for school improvement. Such schools are characterized by frequent teacher interaction with respect to teaching methods and problems, frequent observation and constructive criticism of teachers, joint planning and preparation, and peer training and support. Principals can promote collaboration by involving faculty members in decisions related to curriculum and instruction, by coordinating teachers' schedules to allow peer observation, and by promoting norms of cooperation through their own example in seeking teachers help with curriculum and scheduling and in observing and evaluating teachers. (TE)

**ED 290 234** EA 019 896
**Communicating Expectations for Academic Achievement. The Best of ERIC on Educational Management, Number 84.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-86-0003

Note—5p.; Sections printed on a colored background may not reproduce clearly.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Achievement, Behavior Patterns, *Communication (Thought Transfer), *Educational Environment, Elementary Secondary Education, *Expectation, Instructional Improvement, *Instructional Leadership, *Principals, School Effectiveness

Most of the 10 publications reviewed in this annotated bibliography focus on the principals' role in communicating high expectations for student achievement. The first article describes techniques principals can use to encourage excellence, such as complimenting teachers for exemplary efforts, carefully monitoring instruction via supervision and classroom visits, supporting staff development, and mobilizing community resources to maintain a positive school climate. The second ties principals' instructional leadership prowess to their capacity to connect routine activities to a well-informed understanding of school context and visions for the future. Subsequent reports stress the importance of climate and school effectiveness characteristics. The third article attributes a climate of expectation to teacher and principal behaviors, while the fourth defines three important elements of school culture--content, symbols, and communications patterns. The fifth article emphasizes the influence of principals' active beliefs on student outcomes. The next two articles compare effective and ineffective school characteristics. The eighth study concentrates on principal behaviors involved with encouraging outstanding students, establishing schoolwide academic requirements, creating counseling programs, and setting instructional standards for teachers. The ninth article describes eight variables leading to more effective schooling. The last article characterizes principals as culture builders using symbols, structures, and processes to promote educational excellence and individual growth. (MLH)

**ED 290 235** EA 019 897
**The Effective Instructional Leader. The Best of ERIC on Educational Management, Number 91.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Administrator Characteristics, *Administrator Role, *Behavior Patterns, Elementary Secondary Education, Expectation, *Instructional Leadership, *Principals, *School Effectiveness

The first 2 of the 12 publications reviewed in this annotated bibliography describe what principals actually do as instructional leaders. The first document reports on habits and values evinced by eight schools whose principals were viewed as proficient instructional leaders. Although several distinct leadership styles emerged, the ethic of reciprocity characterized schools with the most successful leadership. The second study observed and interviewed five "effective" principals over an eight-week period. Again, leadership styles varied as principals incorporated instructional objectives into markedly similar daily routines. The third publication stresses the principal as master architect of curricular unity, successfully integrating the written, taught, and tested curricula. The fourth and sixth publications address the multiplicity of principal roles and suggest that principals share their instructional leadership functions with other staff to achieve a more collaborative approach to teaching and learning. The fifth article describes a plan that incorporates classrooms, schools, and entire districts in a leadership strategy. The seventh article recommends that principals partially resume their master teacher roles by becoming andrologogical educators, or teachers of adults. The remaining publications discuss school policies, practices, and norms that challenge students, conceptual frameworks and models for effective instructional leadership, and effective and ineffective principal behaviors. (MLH)

**ED 290 236** EA 019 898
**Role of the Department Chairperson. The Best of ERIC on Educational Management, Number 92.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 88
Contract—400-86-0003
Note—5p.; Sections printed on a colored background will not reproduce clearly.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Administrator Role, *Cooperation, Curriculum Development, *Department Heads, *Instructional Leadership, Principals, *Role Conflict, Secondary Education, Supervisors, Teamwork

All the 11 publications in this annotated bibliography explore the department head's dual role as teacher and instructional leader. Three articles characterize principals' role as managerial and recommend that primary instructional and curricular responsibilities be delegated to department heads with clearly designated positions in the school's administrative hierarchy. According to the third article, a team approach involving four key stages (diagnosis, allocation, implementation, and evaluation) works best in secondary schools. At least three publications address the role conflict and ambiguity experienced by heads as line or staff supervisors, change agents, or helping professionals susceptible to burnout. The eighth publication discusses one chairperson's facilitative approach to peer review in an English department. The ninth article describes a leadership training program to help secondary school principals and department heads work more competently with teachers, use meetings more effectively, and improve performance of long-range planning and evaluation functions. The last two publications discuss department head responsibilities in detail; both stress the value of shared decision making, cooperation, and the evolution of an effective work group or "esprit de corps." (MLH)

**ED 291 153** EA 019 883
*Shulman, Judith H., Ed. Colbert, Joel A., Ed.*
**The Mentor Teacher Casebook.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0009
Note—198p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors—Case Studies, *Cooperating Teachers, Elementary Secondary Education, *Interprofessional Relationship, *Master Teachers, *Mentors, Teacher Administrator Relationship, Teacher Evaluation, Teacher Morale, Teacher Motivation, *Teacher Orientation, *Teacher Supervision
Identifiers—Los Angeles Unified School District CA

This casebook, developed in collaboration with 22 mentor teachers in the Los Angeles (California) Unified School District, provides illustrative vignettes, written by the mentor teachers themselves, of their work with first-year teachers. The vignettes describe the circumstances of each event, its consequences, and the ongoing thoughts and feelings of the participants. All the vignettes are grouped by the principle illustrated or questions raised, and brief analytical commentaries by the editors accompany each case grouping. After an introductory explanation of the methodology, the vignettes in chapter 2 focus on the process of mentoring: establishing the working relationship, individual consultation, observing and coaching, and modeling. Chapter 3 turns to aspects of the relationship between mentors and principals, with vignettes grouped around issues such as confidentiality and evaluation, the appropriate match between the two roles, and continuity of support. Chapter 4 addresses issues affecting the life of a mentor: novice teachers and novice mentors, rewards, frustrations, relations with others, and friendships with other teachers. Each chapter concludes with an annotated bibliography. (TE)

**ED 291 154** EA 019 884
*Ellis, Thomas I.*
**School Climate.**
National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Feb 88
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts).
Journal Cit—Research Roundup; v4 n2 Feb 1988
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Educational Environment, Educational Facilities, Elementary Education, *Institutional Environment, *Organizational Climate, Organizational Communication, *Organizational Development, Parent School Relationship, Principals, Questionnaires, *School Organization, School Role, School Supervision, Teaching Conditions
Identifiers—*School Climate

This pamphlet reviews five recent research studies that focus on various key aspects of school climate, a popular metaphor that is difficult to define, measure, or manipulate. "The Search for School Climate: A Review of the Research," by Carolyn Anderson, surveys the full scope of school climate literature, concluding with a summary of the common findings that these diverse studies have yielded. "Elementary School Self-Improvement through Social Climate Enhancement," by Peter Coleman, emphasizes the importance of parent and teacher perceptions in school climate assessment and improvement. Carol Ann West's study addresses the "Effects of School Climate and School Social Structure on Student Academic Achievement in Selected Urban Elementary Schools." The last two studies reviewed are "Elementary School Climate: A Revision of the OCDQ" (Organizational Climate Description Questionnaire) by Wayne K. Hoy and Sharon Clover, and "Using Organizational Development to Improve School Climate" by Gary D. and Denise C. Gottfredson. (TE)

**ED 291 164** EA 019 997
*Hadderman, Margaret L.*
**State vs. Local Control of Schools. ERIC Digest Series Number 24.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-88-005
Note—4p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Board of Education Role, Elementary Secondary Education, *School District Autonomy, *School District Reorganization, *Self Determination, *State Boards of Education, *State School District Relationship
Identifiers—*Central Office Administrators, ERIC Digests

Local school districts have gradually lost policy-making discretion to state legislatures and bureaucracies. State-mandated reforms of school finance and academic standards (especially those involving curricular alignment with standardized tests) tend to diminish teacher autonomy and creativity, disrupt school climate, and ignore individual school and student differences. To restore balance, states and central offices can avoid being overprescriptive and local school boards can act as "institutional buffers" and strong leaders with clearly defined roles and objectives as well as effective policy-making, implementation, and self-evaluation procedures. (MLH)

**ED 291 165** EA 020 042
**School-Business Partnerships. The Best of ERIC on Educational Management, Number 89. AASA Edition.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 87
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Career Education, *Cooperative Education, *Cooperative Programs, *Corporate Support, Education Work Relationship, Private Financial Support, *School Business Relationship, School Community Relationship, *School Involvement, Vocational Education
Identifiers—ERIC Clearinghouse on Educational Management, *Partnerships, Partnerships in Education
This pamphlet reviews 11 recent documents and journal articles from the ERIC database that focus on the topic of school-business partnerships: (1) "Schools Are Bullish on Business" by Mary Harbaugh (EJ319210); (2) "Salem Program Demonstrates Five Keys to a Successful Business-School Partnership" by Mary C. Jensen (ED261459); (3) "School-Business Partnerships: Working To Defuse the Dropout Time Bomb" by Manuel J. Justiz and Marilyn C. Kameen (NASSP Bulletin); (4) "Business and the Public Schools" by Marsha Levine (EJ334205); (5) "Building School-Business Coalitions that Pay Long-Range Dividends" by Dale Mann (EJ337482); (6) "Partnerships: Schools and Businesses Collaborate for a Healthy Economy--Ideas for Action in Education and Work" by the Northwest Regional Educational Laboratory (ED264437); (7) "How To Start a School/Business Partnership" by Carol O'Connell (ED261198); (8) "Partnerships in Education: A Handbook" by the Pennsylvania Department of Education and others (ED253620); (9) "School-Business Partnerships: Laying the Foundation for Successful Programs" by Santee C. Ruffin, Jr. (EJ294894); (10) "Collaborative Efforts of Business and the New York City Public High Schools" by Donna M. Tapper (ED271526); and (11) "School-Business Partnership--A Shortcut to Effectiveness" by George E. Wynne. (TE)

**ED 292 172** EA 019 772
*Donnelly, Margurita*
**At-Risk Students. ERIC Digest Series Number 21.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Persistence, Academic Standards, *Disadvantaged, Dropouts, Elementary Secondary Education, *High Risk Students, Program Descriptions, *Program Effectiveness, School Effectiveness, *School Holding Power, *Student Attrition, Withdrawal (Education)
Identifiers—ERIC Digests
Higher standards in public schools have made it necessary for educational reformers to identify at-risk students and to develop effective programs for preventing their failure. This pamphlet begins by delineating the characteristics of at-risk students and discussing evaluation instruments that are useful for identifying such students. Successful programs for helping at-risk students provide a broad range of special services to assist in raising these students' low self-esteem through frequent personal contact with a qualified, caring staff. During a period of federal cutbacks in education (11 percent between 1980 and 1987), there has been a 20 percent increase in the numbers of disadvantaged students. The educational reform movement's push for higher graduation standards is resulting in a record high dropout rate. (TE)

**ED 292 214** EA 019 941
**Improving School Climate. The Best of ERIC on Educational Management, Number 93.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Administrator Guides, Annotated Bibliographies, *Classroom Environment, Cooperation, Educational Change, *Educational Environment, Elementary Secondary Education, *Literature Reviews, *Measurement Techniques, *School Effectiveness, Staff Development
In this annotated bibliography of 12 publications on school climate are 3 entries that suggest specific ways to improve the school climate and 1 that outlines leadership techniques for principals. Ways to assess school climate are covered by a review of assessment instruments, a discussion of the measurement issues, a description of major assessment tests, and an approach to using assessments. The remaining annotations include a model of school environment, the role of external influences on school climate, an overview of the variables that comprise school climate, and a review of the research on the topic. (MLF)

**ED 292 217** EA 020 150
*Hodderman, Margaret L.*
**Team Management. ERIC Digest Series, Number EA25.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-R-88-005
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97401 ($2.50 handling charge on each order).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Administrators, *Board Administrator Relationship, *Cooperation, Elementary Secondary Education, *Management Teams, *Participative Decision Making, *Teacher Participation
Identifiers—ERIC Digests
The management team concept, which developed in response to increasingly complex problems facing schools, is not only compatible with democratic concepts but has also proved responsive to teacher and parent pressure to redistribute power, broaden decision-making participation, and improve administrative efficiency. The school management team, comprising a cross-section of central office and building level administrators, requires sound leadership from the superintendent, endorsement by the board, and a strong commitment to problem-solving and building trust among all participants. Despite good intentions, obstacles to participatory decision-making can result from incomplete information-sharing and misconceptions concerning levels of participation. Several districts illustrate effective team management practices. The management team approach can be strengthened and diversified by (1) including more women and minority administrators and (2) extending the collaborative work mode to department heads and regular teaching staff. The "second wave" of educational reform aims to restructure schools and reshape teachers' roles towards increased collegiality and decision-making responsibility. As administrator roles are reshaped to allow nonthreatening power-sharing with other staff, the entire school community will benefit from a collaborative learning and working environment. Included are nine references. (MLH)

**ED 293 207** EA 019 948
*Haynes, Chloe J.*
**Education and Economic Development. ERIC Digest Series Number 23.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-003
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1747 Agate Street, Eugene, OR 97403 ($2.50 handling charge per request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Economic Development, Educational Change, Educational Trends, Elementary Secondary Education, Futures (of Society), *Role of Education, School Business Relationship, *Technological Advancement
Identifiers—ERIC Digests
In recent years, educational leaders have joined forces with businesses and community members to prepare students for a new, challenging labor market and, in so doing, are making major contributions to economic development. As the transition to the information age continues, the adaptable, creative student may provide the force to direct economic development. (AA)

**ED 293 225** EA 020 211
*Klauke, Amy*
**Magnet Schools. ERIC Digest Series Number EA 26.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-R-88-005
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Access to Education, *Educational Innovation, Elementary Secondary Education, Individualized Education Programs, *Magnet Schools, *Nontraditional Education, *School Choice, *School Desegregation, School Effectiveness, Tokenism, Urban Schools
In order to facilitate the transition to a multiracial community and to meet the prevailing desire for academic excellence, magnet schools have arisen in urban areas throughout the country. These schools meet racial quotas through voluntary enrollment and open access, promote integration through cooperative learning practices, emphasize personal goals rather than competition, and facilitate individualized instruction. As a result, they improve minority achievement without hurting white achievement, and challenge the assumption that standardization is the most equitable system. Magnet schools are criticized, however, for undermining the concept of fairness through standardization and for tokenism, since they draw only the best students and leave most minority students worse off than before. Magnet schools must therefore appear attractive but not elitist by appealing to interest rather than ability, and diverse but not second-rate by providing sound criteria and objectives. To avoid tokenism, a broad array of magnets should be established so that all children have the real option to attend schools of their choice. (TE)

**ED 295 302** EA 020 051
*Ellis, Thomas I.*
**Teaching Thinking Skills.**
National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Apr 88
Note—6p.; Prepared by the ERIC Clearinghouse on Educational Management, University of Oregon, Eugene.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
Journal Cit—Research Roundup; v4 n3 Apr 1988

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Abstract Reasoning, *Cognitive Development, *Cognitive Processes, *Critical Thinking, Elementary Education, Heuristics, Instructional Innovation, *Learning Strategies, *Logical Thinking, Mathematics Instruction, Writing Instruction
Identifiers—Mid Continent Regional Educational Laboratory CO
This pamphlet reviews five reports that highlight an emerging consensus among researchers about the value of systematically incorporating cognitive instruction into the elementary school curriculum. First is a comprehensive framework by Robert J. Marzano and C. L. Hutchins for an integrated approach to thinking skills that has been developed and tested by the Mid-Continent Regional Educational Laboratory. Next are three research studies conducted at the elementary level that reveal the efficacy of cognitive instruction both in raising achievement levels and in closing the gap between high and low achievers. These studies focus, respectively, on metacognitive strategies of first- through third-grade teachers, writing instruction for second-graders, and mathematics instruction in kindergarten. The final selection describes the development and implementation of a successful cognitive instruction program for kindergarten through third grade in an urban school district. (TE)

**ED 296 461** EA 020 121
*Holly, William J.*
**Students' Self-Esteem and Academic Achievement.**
National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Nov 87
Note—6p.
Available from—Publications, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA ($2.00 prepaid; quantity discounts).
Journal Cit—Research Roundup; v4 n1 Nov 1987
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Achievement, Elementary Secondary Education, Psychological Needs, School Attitudes, *Self Concept, *Self Esteem, Student Attitudes, *Student Motivation, Student Needs, *Student School Relationship, Teacher Student Relationship, Values
Children with high self-esteem tend to do better in school. Studies indicate, however, that self-esteem is not a cause of academic success, but an effect. In this review of five recent research studies on the subject of self-esteem, one example of a successful program aimed at raising students' self-esteem is offered by Scarborough school system in Ontario, Canada. In two other studies, coming from different perspectives, Martin Covington and Jerry Conrath independently conclude that the best way for a child to sustain confidence is to acquire and demonstrate competence. In a comprehensive review of self-esteem enhancement programs, Mary Ann Scheirer and Robert Kraut reinforce this conclusion. The fifth entry raises questions of value and motivation that are often ignored, suggesting that self-esteem is necessary, but not sufficient, for achievement, and that students need to see the value of education for themselves. (Author/TE)

# EC

**ED 285 310** EC 200 247
*Addison, Linda, Ed. And Others*
**Developing Leadership Potential in Gifted Children and Youth. An ERIC Exceptional Child Education Report.**
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-175-7
Pub Date—87
Contract—400-84-0010
Note—127p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($11.40, Stock No. B626; member discount available).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Gifted, Leadership Qualities, *Leadership Training, Models, Program Evaluation, Relevance (Education), *Skill Development, *Student Leadership, Talent Identification, Teacher Role
This monograph advocates developing the leadership skills of gifted children and youth. Discussion centers on what leadership is, what it is not, and why it is critical for this population. The monograph addresses the following leadership development issues: why leadership education should be taught; identification of leaders; leadership development for culturally different populations; rationales and goals of leadership programs; conceptual models; instructional models; organizational options; roles for educational personnel in leadership development; and evaluation of leadership programs. (CB)

**ED 285 319** EC 200 256
*White, Linda Rice*
**Administrative Guidelines for the Implementation of Technology in Special Education.**
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-173-0
Pub Date—87
Contract—400-84-0010
Note—56p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 ($11.70, $9.95 member price; Stock No. 319).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Administrator Guides, Administrator Role, Assistive Devices (for Disabled), *Computer Assisted Instruction, *Computers, Computer Software, Courseware, *Disabilities, *Educational Technology, Elementary Secondary Education, Microcomputers, *Program Implementation, *Special Education
Targeted at special education administrators who are involved in making decisions regarding the use of microcomputers in instructional programs for handicapped students, this document offers guidelines which synthesize relevant data on computer technology in special education and provide a framework for implementing classroom use of the microcomputer. Thirteen guidelines are presented in the sequential order in which critical issues should be reviewed in the context of an implementation plan, with the first three being of a general nature, creating a framework for incorporating the others. The guidelines are: (1) initial planning; (2) preparing for the computer's integration into the curriculum; (3) developing a comprehensive implementation plan; (4) reviewing software issues; (5) reviewing assistive device issues; (6) reviewing hardware issues; (7) providing the personnel to deliver the plan; (8) preparing staff to implement the plan; (9) assuring the plan's inclusion in the school system's operating plan; (10) evaluating implementation effectiveness and making adjustments; (11) sharing implementation resources and progress within the school system; (12) staying current with technological trends and research outside the school system; (13) encouraging active participation. Major recommendations are identified at the beginning of each section, followed by a detailed narrative. A summary, list of national resources, and suggested readings conclude the document. (JW)

**ED 287 242** EC 200 547
*Hansford, Susan J. And Others*
**Intellectually Gifted Learning Disabled Students: A Special Study.**
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-174-9
Pub Date—87
Contract—400-84-0010
Note—146p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($12.85, Stock No. B625).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Elementary Secondary Education, *Gifted Disabled, Handicap Identification, Instructional Development, *Learning Disabilities, *Metacognition, Program Development, Referral, *Student Characteristics, *Student Evaluation, Talent Identification, *Underachievement
The Intellectually Gifted/Learning Disabled Project investigated characteristics of this population and implications for educational programming. Twenty-three children, aged 7 to 16 years old, were identified through a referral process involving schools and parents. Only two subjects were female. A detailed analysis of school records; individual assessments of cognitive, affective, and language abilities; and parent interviews were utilized. An instructional component was designed to provide an appropriate and motivating educational program focusing on computer education; affective development; and a study of the brain, learning, and behavior. Among conclusions of the project were the following: that most schools identified students who were underachieving gifted children rather than learning disabled students (who would be expected to exhibit verbal-performance scale discrepancies and large amounts of subtest scatter); that successful learning disabled gifted individuals overcome their deficits by compensating with strengths; and that learning disabled gifted children may "alter the processing" of information by developing strategies using preferred performance modes. Among eight recommendations were the following: evaluate strengths and weaknesses in information processing; assist the development of metacognitive strategies; teach students to compensate for weaknesses by using strengths; develop higher order problem solving and information processing skills. (DB)

**ED 287 257** EC 200 565
**Gifted and Talented Students: An Overview. ERIC Digest #422.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Cognitive Style, Creativity, Elementary Education, *Gifted, *Identification, Incidence, Intelligence, Intervention, Student Placement, *Talent
Identifiers—ERIC Digests
A brief overview of gifted and talented students touches on definitions of giftedness, typical characteristics of gifted and talented students, incidence in the school population, and educational alternatives. Lists of references for further reading, as well as organizational resources, are included. (JW)

**ED 287 258** EC 200 566
**Mental Retardation. ERIC Digest #423.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Elementary Education, Etiology, *Identification, *Incidence, Intervention, *Mental Retardation, Student Placement, Teaching Methods
Identifiers—ERIC Digests
A brief overview of mental retardation defines the concept, discusses incidence in the general popula-

tion, describes characteristics of mentally retarded individuals, and discusses educational implications. References for further reading, as well as organizational resources, are provided. (JW)

**ED 287 259** EC 200 567
*Elting, Susan Eisenhorth, Janet*
**Selecting Software for Special Education Instruction. Digest #439.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Computer Assisted Instruction, *Computer Software, Computer Uses in Education, *Courseware, Decision Making, *Disabilities, Elementary Secondary Education, *Media Selection, Microcomputers
Identifiers—ERIC Digests
The process of selecting software for use with exceptional students focuses on two major issues: (1) how computers are to be used in the instructional process, and (2) whether the product selected is consistent with curricular goals. The content of instruction is shaped by its purpose: drill and practice; teaching new skills, concepts, and processes (tutorials); or problem-solving (e.g., educational games and simulations). Drill and practice courseware comprises over half of all software used in schools. Determining consistency with curricular goals is approached through collecting product information from outside sources (e.g., courseware reviews by educators) and through an internal evaluation of individual courseware packages by the school or district. Both instructional and technical features should be examined. Selected references and sources of software reviews and products are included in this brief information digest. (JW)

**ED 287 260** EC 200 568
*Elting, Susan Eisenhorth, Janet*
**Interactive Video for Special Education. Digest #440.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Computer Assisted Instruction, *Disabilities, Elementary Secondary Education, *Interactive Video, *Videodisks
Identifiers—ERIC Digests
This brief analysis defines a videodisc, describes the term "interactive video" and distinguishes among three categories of videodisc systems, defined according to the level of interactivity they provide. Advantages and applications of videodiscs (e.g., instructional) are noted. A final section describes selected projects focusing on the use of videodiscs in special education instruction. (JW)

**ED 287 261** EC 200 569
*Sass, Mary E.*
**Attention Deficit Disorder (ADD). Digest #445.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Attention Deficit Disorders, Attention Span, *Behavior Disorders, *Educational Diagnosis, Educational Strategies, *Educational Therapy, Elementary Education, Hyperactivity, Interpersonal Competence, Motivation, Reinforcement, Remedial Instruction, Self Esteem
Identifiers—ERIC Digests
The term "attention deficit disorder" (ADD) is defined, criteria used by the American Psychiatric Association in diagnosing ADD are listed, and possible causes noted. Remediation needs of children with ADD include attention skills, self-esteem, and social skills. Early diagnosis is important, and teachers and parents need to identify effective reinforcement systems to deal with impulsivity and hyperactivity as well as specific skill deficits in perceptual and cognitive areas. Lists of general and specific remediation references conclude this brief analysis. (JW)

**ED 287 262** EC 200 570
*Zantal-Wiener, Kathy*
**Child Abuse and the Handicapped Child. Digest #446.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Child Abuse, *Child Advocacy, Clinical Diagnosis, Data Collection, *Disabilities, Elementary Education, High Risk Persons, *Incidence, Student Characteristics, Teacher Responsibility
Identifiers—ERIC Digests
The link between child abuse and handicapping conditions is examined in a brief summary of research studies focusing on mentally retarded, behavior disordered, and physically handicapped children. Although standardized data collection procedures are lacking, isolated studies suggest a disproportionate incidence of child abuse among the population of handicapped children. Among characteristics cited as reasons why handicapped children are at risk for abuse are their greater dependence for assistance or care, the fact that they may be less able to defend themselves physically or to articulate the fact of abuse, and the likelihood that they will be considered less credible than the nonhandicapped child. Recommendations for improved data collection procedures and education of caregivers conclude the report. (JW)

**ED 287 263** EC 200 571
**Developing Social Vocational Skills in Handicapped Individuals. Digest #447.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Daily Living Skills, *Disabilities, *Interpersonal Competence, Job Performance, *Job Skills, Secondary Education, Social Adjustment, *Social Cognition, Vocational Adjustment, Vocational Followup, *Vocational Rehabilitation
Identifiers—ERIC Digests
Many handicapped workers fail in competitive employment situations for social reasons rather than for the inability to perform required work tasks. Such individuals are usually those who need to be trained under conditions more closely matching those of the workplace. Thus, work-related social skills should be taught, at least in part, in work settings. Factors to be considered in making the decision to focus training on work-at-school experiences, competitive employment, or a combination of both, are the student's age, motivation, readiness to perform jobs, previous work experience, evidence of lack of skill, availability of work opportunities, level of administrative support, and adequate release time for teachers to develop and use work experiences for vocational training. Successful employment programs employ two strategies: reasonable accommodations by business (e.g., altering tasks), and training of social skills within normal work routines or in special training sessions. Systematic long-term follow-up should be a fundamental part of all employment training and placement programs, including on-site visits, interviews with the client, and follow-up with work supervisors and co-workers. (JW)

**ED 291 203** EC 201 970
**Disabilities: An Overview. ERIC Digest #420. Revised.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Disabilities, Early Childhood Education, Educational Needs, Elementary Secondary Education, Incidence, Resources, *Special Education
Identifiers—ERIC Digests
This digest lists and defines the disabilities which entitle a child to special education, estimates the number of U.S. children requiring special education, briefly discusses the educational implications of disabilities, and lists 6 printed resources and 14 organizational resources which can provide further information. (JDD)

**ED 291 204** EC 201 971
**Learning Disabilities. ERIC Digest #407. Revised.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Early Childhood Education, Educational Needs, Elementary Secondary Education, Incidence, *Learning Disabilities, Resources, *Special Education
Identifiers—ERIC Digests
This digest defines learning disabilities, cites their prevalence, describes typical characteristics of learning-disabled students, outlines educational implications of learning disabilities, and lists several printed and organizational resources for further information. (JDD)

**ED 291 205** EC 201 972
**Critical Presentation Skills--Research to Practice. ERIC Digest #449.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Practices, Elementary Secondary Education, *Instructional Effectiveness, *Research Utilization, *Teaching Methods
Identifiers—ERIC Digests

This digest looks at research findings and instructional applications of effective teacher presentation skills. Research has identified five critical skills: eliciting frequent responses, maintaining an appropriate pace during the lesson, maintaining attention, monitoring student responses and adjusting the lesson, and ensuring all students an equal chance to learn. Specific findings concerning each of these skills and suggestions for implementation are provided as are 25 references and/or resources. (DB)

ED 291 206 EC 201 973
Lesson Structure: Research to Practice, ERIC Digest #448.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Practices, Elementary Secondary Education, *Instructional Effectiveness, *Lesson Plans, *Mild Disabilities, *Research Utilization, *Teaching Methods
Identifiers—ERIC Digests

This digest looks at research findings and instructional applications concerning lesson structure for teacher directed initial instruction of mildly handicapped students. Research has identified seven critical elements of teaching method: gain the learner's attention, review relevant past learning, communicate the goal of the lesson, model the skill to be learned, prompt for correct responses, check for skill mastery, and close the lesson. Specific findings and suggestions for implementation are provided for each of the elements. Twenty-one references and/or resources are listed. (DB)

ED 291 207 EC 201 974
*Warger, Cynthia L., Ed. Weiner, Rhona B., Ed.*
Secondary Special Education: A Guide to Promising Public School Programs.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-176-5
Pub Date—87
Contract—400-84-0010
Note—189p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($20.00, $17.00 CEC member; Stock No. 322).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Accountability, Behavior Modification, Computers, Coordination, *Delivery Systems, *Disabilities, Dropouts, *Educational Practices, *Educational Trends, *Program Effectiveness, Program Evaluation, Secondary Education, *Special Education, Standards, Vocational Evaluation

The book discusses current issues and trends in special education programming at the secondary level. An introductory chapter by Cynthia L. Warger outlines service delivery program models and the range of curriculum content options. In Chapter 2, Janet Sansone focuses on the issue of accountability in secondary education as it relates to educational rights of handicapped students and secondary special education teacher preparation. Other trends described include learning strategies training for mildly handicapped students, programming for moderate to severely handicapped students, self-mediated and peer-mediated instructional approaches, vocational assessment, computer technology, and the high dropout rate among secondary level handicapped students. Andrew S. Halpern describes characteristics of a quality program in Chapter 3, focusing on curriculum and instruction, coordination of services, transition, and documentation of planning and school outcomes. A proposed set of 55 program standards concludes the chapter. The balance of the book consists of program descriptions of 66 promising public school programs categorized as follows: total district-wide programs, resource room programs, programs for special populations, career, vocational, or transitional programs, and special schools or centers. (JW)

ED 291 216 EC 201 983
*Stowitschek, Joseph J. Salzberg, Charles L.*
Job Success for Handicapped Youth: A Social Protocol Curriculum.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-172-2
Pub Date—87
Contract—400-84-0010
Note—69p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 ($11.00, $9.35 members; Publication No. 321).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Education Work Relationship, Employer Attitudes, Employer Employee Relationship, Employment Problems, *Interpersonal Competence, Secondary Education, *Social Cognition, *Social Development, *Transitional Programs, *Vocational Adjustment, Vocational Education, Vocational Evaluation

The book is intended for use by school- and non-school-based professionals in teaching social skills and social competence to handicapped persons in order to promote employment success. It provides guidelines, procedures, and instrumentation for: (1) assessing client status on socially validated social skills required in both school- and community-based employment settings; (2) using curricular guidelines and scripts for teaching essential social skills; (3) teaching social skills in actual work settings; and (4) individualizing the instructional process to accommodate both client attributes and specific setting requirements. Work-at-school curriculum examples for each of 22 identified social-vocational skills describe the events that occasion social responding, analyze the kind of responses that are called for, and suggest a focus for training. The competitive employment curriculum guide, intended to aid social-vocational skill training on the job, uses the same 22 skills embedded in eight scripts that describe ongoing interactions taking place in five different jobs (automobile cleaner, cafeteria worker, fast food worker, motel maid, and dishwasher). An appendix contains master forms designed to be reproduced for use with the social protocol curriculum. (VW)

ED 294 338 EC 202 505
*Johnson, Marilyn J., Ed. Ramirez, Bruce A., Ed.*
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-170-6
Pub Date—87
Contract—400-84-0010
Note—71p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.00, $6.80 members; Publication No. 8624).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Education, American Indians, Cognitive Style, *Cultural Differences, *Curriculum Development, *Disabilities, Educational Needs, Educational Policy, Elementary Secondary Education, Language Acquisition, Locus of Control, Minority Groups, *Parent Participation, Professional Education, *Public Policy, Special Education, Staff Development, Teacher Education

The document contains summaries of papers and ensuing discussions presented at a 1985 symposium on exceptional American Indian children and youth. The opening address (by Beverly Valley, a parent and school board member) stresses the role of parents and the need for less culturally biased testing. Two papers deal with parent and family involvement: "Parent Involvement Considerations" (Roger Kroth); "American Indian Parents of Handicapped Children" (Marilyn Johnson). Two papers look at language and curriculum development: "The Influence of Locus of Control and Culture on Learning Styles of Language Minority Students" (Alba Ortiz) and "Language and Curriculum Development for American Indian Handicapped Children" (Jacqueline Walker). Personnel preparation is the subject of two papers: "Bilingual Special Education Teacher Training for American Indians" (Leonard Baca) and "American Indian Personnel Preparation in Special Education" (Anna Gajar). The final paper "Federal Policy and the Education of American Indian Exceptional Children and Youth: Current Status and Future Directions" (Bruce Ramirez) is included in its entirety. It contains data on the number of American Indian exceptional children presently being served, reviews pertinent federal policy, and identifies areas requiring further attention. (DB)

ED 295 393 EC 202 832
*Jordan, June B., Ed. Zantal-Wiener, Kathy, Ed.*
Special Education Yearbook, 1987.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-178-1
Pub Date—88
Contract—400-84-0010
Note—236p.; Tables may not reproduce well. Some tables contain small print. For the 1986 edition, see ED 282 380.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($25.00, $21.25 member price; Publication No. 323).
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Awards, Compliance (Legal), *Court Litigation, *Disabilities, Early Childhood Education, *Educational Policy, Elementary Secondary Education, *Federal Legislation, *Federal Programs, Financial Support, Government Role, Incidence, *Special Education, State Standards
Identifiers—Regular and Special Education Cooperation

The yearbook provides special education information including federal and state policy actions; important reports; statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education. In general, the yearbook covers reports issued from July 1986 through June 1987. The yearbook is organized into five main sections. General information includes information on federal legislation; judicial decisions; the executive summary of the ninth annual report to Congress on the implementation of the Education of the Handicapped Act, Volume 1987; funding priorities; a joint statement on the relationship between special education and general education; and special education in Canada. The next section, on early childhood special education, includes excerpts from a report on handicapped children in Head Start. Section III contains U.S. statistics on exceptional children served. The fourth section reports on annual awards. The directory section contains information on: U.S. Congress Committees related to the handicapped, Office of Special Education Programs, the Council for Exceptional Children (including staff governance, and divisions), U.S. State Directors of Special Education, U.S. Coordinators of Programs for the gifted and talented, Canadian senior government officials in special education, and organizations and agencies serving exceptional children and adults. Sixty-two tables provide statistical data. (DB)

**ED 295 394** EC 202 833
*Zantal-Wiener, Kathy*
**Preschool Services for Children with Handicaps. ERIC Digest #450.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agencies, Compliance (Legal), Delivery Systems, *Disabilities, *Educational Legislation, Eligibility, Federal Legislation, Infants, *Intervention, Legal Responsibility, Preschool Education, Referral, Services, State Programs, Toddlers
Identifiers—*Early Intervention, *Education of the Handicapped Act Amendments 1986, ERIC Digests
Key aspects of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986, affecting handicapped infants, toddlers, and preschoolers from birth to age 5 are summarized. Presented in a question answer format the information digest addresses the following questions: What children are eligible for early intervention services? Are these services currently available? (a timeline for implementation is provided); What services must be provided? What must the Individual Family Service Plan include? How can a child be referred for early intervention services? When must states provide services to children ages 3 through 5? What type of services must be provided to children ages 3 through 5? How can a child be referred for preschool services? Also provided is a list, with telephone numbers, of the state lead agencies responsible for overall administration of the program. (DB)

**ED 295 395** EC 202 834
*Lichtenstein, Steve Zantal-Wiener, Kathy*
**Special Education Dropouts. ERIC Digest #451.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Dropout Characteristics, *Dropout Prevention, *Dropout Rate, *Dropout Research, High Schools, Identification, Individualized Education Programs, Intervention, Mild Disabilities, Remedial Instruction, Special Education
Identifiers—ERIC Digests
The problem of dropouts among special education students is summarized. After a brief overview of the problem, various studies are cited indicating a substantially higher incidence of dropping out of high school prior to program completion for handicapped than for non-handicapped students. Implications and recommendations for educational policy and practice are then considered. Among these are the need for early identification of dropout-prone students so that positive interventions can be implemented; the need for using information on factors leading to dropping out in remedial programming and counseling; and the need to reevaluate the effectiveness of individualized education programs for mildly handicapped students. Also provided is a bibliography of 19 additional resources. (DB)

**ED 295 396** EC 202 835
*Rubenzer, Ronald L.*
**Stress Management for the Learning Disabled. ERIC Digest #452.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Behavior Change, Elementary Secondary Education, Etiology, *Learning Disabilities, Personality Traits, Relaxation Training, *Stress Management, *Stress Variables, Student Attitudes
Identifiers—ERIC Digests
The information digest presents information on stress management in the schools for learning disabled students. The following questions are addressed: Why does the education "spotlight" need to be trained on stress management in the schools? What is stress? What are possible causes of achievement stress for the learning disabled? (school and special education factors); How does stress "dim ability"? What are some achievement stress warning signals? Also provided are some suggestions for stress management which involve the whole child including stress-reducing attitudes, stress reducing behaviors, stress reducing circumstances, and the value of relaxation centers. Also provided is a list of 17 additional resources. (DB)

**ED 295 397** EC 202 836
*Zantal-Wiener, Kathy*
**Disciplinary Exclusion of Special Education Students. ERIC Digest #453.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Court Litigation, *Disabilities, *Discipline, *Discipline Policy, Elementary Secondary Education, Equal Education, Legal Responsibility, *Suspension
Identifiers—ERIC Digests
The controversial legal issue of disciplinary exclusion of special education students is summarized. Presented in question and answer format, the information digest addresses the following questions: Why is the disciplinary exclusion of special education students so controversial? When can a special education student be excluded from school for disciplinary reasons? Who is responsible for determining if the disciplinary action is a manifestation of the handicap? Do many school systems have disciplinary policies that specifically address the students with handicaps? What alternatives to disciplinary exclusion are available for special education students? Also provided is a bibliography of 13 additional resources. (DB)

**ED 295 398** EC 202 837
*Zabel, Robert H.*
**Emotional Disturbances. ERIC Digest #454.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062207
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, Behavior Problems, *Definitions, Elementary Secondary Education, *Emotional Disturbances, Federal Legislation, Incidence
Identifiers—ERIC Digests
The information digest on emotional disturbances provides basic information on definition, incidence, patterns of behavior, and educational implications as well as suggested additional resources. The definition of "emotional disturbances" in P.L. 94-142, The Education for All Handicapped Children Act, is given and briefly discussed. Incidence figures (2-3%) are given. Typical patterns of disordered behavior include "externalizers," "internalizers," conduct disorders, personality disorders, immaturity, socialized delinquency, pervasive developmental disorders, and learning disorders. Educational implications both in the mainstream and special classes are briefly considered. Additional resources are organized into resources for parents (three), general resources (seven references), additional resources (six organizations), and relevant publications of the Council for Exceptional Children. (DB)

**ED 295 399** EC 202 838
*Smith, Barbara J.*
**Does Early Intervention Help? ERIC Digest #455. Revised.**
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—R188062207
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Effectiveness, *Disabilities, Early Childhood Education, *Instructional Effectiveness, *Intervention, *Preschool Education, Program Development, *Program Effectiveness
Identifiers—*Early Intervention, ERIC Digests
Research on the effectiveness of early intervention with handicapped children is reviewed in this information digest. Presented in question and answer format, the digest addresses the following questions: What is early intervention? Why intervene early? Is early intervention really effective? Is early intervention cost effective? Are there critical features to include in early intervention? It is concluded that both quantitative and qualitative data indicate that early intervention increases the developmental/educational gains for the child resulting in (1) his needing few special education and other habilitative services later in life; (2) being retained in grade less often; and (3) in some cases being indistinguishable from nonhandicapped classmates years after intervention. Long term cost effectiveness is also supported by the data. Characteristics of successful early intervention programs include intervening when the child is as young as possible, involving parents in the child's treatment, and structuring the program to precisely identify child and family objectives and teaching behaviors. (DB)

**ED 296 498** EC 210 262
*Connor, Frances P., Ed.*
**Critical Issues for Low Incidence Populations. Proceedings of the CEC Symposium on the Education of Children with Low Incidence Handicapping Conditions (Atlanta, Georgia, September 18-20, 1986). An ERIC Exceptional Child Education Report.**
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-177-3
Pub Date—87
Contract—400-84-0010
Note—107p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($10.00, $8.50 member price; Stock No. B360).

Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—*Assistive Devices (for Disabled), *Child Advocacy, *Computer Uses in Education, Educational Practices, Educational Quality, Elementary Secondary Education, Incidence, Program Development, Program Effectiveness, *Special Health Problems, Teacher Qualifications, Teacher Responsibility, *Visual Impairments
Identifiers—*Low Incidence Disabilities

Proceedings of a 1986 symposium on the education of children with low incidence handicapping conditions focus on medically fragile children, advocacy, and technology. R. Dwain Blackston enumerates conditions affecting medically fragile children, family needs and stresses, and guidelines for effective family-staff relationships. Responses by Frances P. Connor and Barbara Sirvis discuss related factors affecting educational programming, including teacher competence and management problems in the school setting. Frederick J. Weintraub, in "Action Agenda to Improve the Education of Low Incidence Handicapped Children," elaborates on such policy issues as a lifelong continuum of educational opportunities and quality of education. Responses by June Mullins and Anne L. Corn address the limits of educational responsibility by special education teachers and issues of special concern to teachers of blind and low vision children. Lawrence A. Scadden describes the impact of technology on visually impaired children and youth, while Gail McGregor focuses on the use of technology in educational programs for multiply handicapped students. A response by Samuel Ashcroft notes the need to reduce the gap between the state of the art and the status of educational practice in the use of technology. A concluding statement by Vivian Correa summarizes the symposium's professional contributions. (JW)

# FL

**ED 287 313** FL 016 969
*Schleppegrell, Mary*
**The Older Language Learner.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adult Learning, *Age Differences, *Classroom Techniques, Educational Environment, *Learning Processes, Second Language Instruction, Second Language Learning, Stereotypes, *Student Attitudes, Teaching Methods
Identifiers—*ERIC Digests

Research on adult learning shows that there is no decline in ability to learn as people get older, that except for minor considerations such as hearing and vision loss, the age of the adult learner is not a major factor in language acquisition, and that the context in which adults learn is the major influence on their ability to acquire a new language. Contrary to popular stereotypes, older adults can be good foreign language learners. The difficulties older adults often experience in the language classroom can be overcome through adjustments in the learning environment, attention to affective factors, and use of effective teaching techniques and approaches. (Author/MSE)

**ED 287 314** FL 016 970
*Jacob, Evelyn Mattson, Beverly*
**Cooperative Learning with Limited-English-Proficient Students.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Achievement, Affective Behavior, *Class Activities, Classroom Techniques, Cooperation, English (Second Language), *Group Dynamics, *Grouping (Instructional Purposes), Interpersonal Competence, Language Skills, *Limited English Speaking, Second Language Learning, Self Esteem, Skill Development, *Small Group Instruction
Identifiers—*Cooperative Learning, *ERIC Digests

Theory and research indicate that cooperative learning methods may provide a way to help limited-English-proficient (LEP) students achieve academically and develop the English language skills necessary for successful classroom functioning. The method involves small groups of two to six students in tasks that require cooperation and positive interdependence within the group. It provides opportunities for face-to-face interaction on school tasks, raises academic achievement levels, and improves intergroup relations and self-esteem. There are various kinds of cooperative learning methods, all of which apply the basic principle of cooperative task and reward structures. They include peer practice, the jigsaw approach, cooperative projects, group investigation, and learning together. Several curriculum packages are available. Choice of method may depend on the teacher's subject matter and communication goals. Classroom implementation requires preparation of the necessary materials; rearrangement of the classroom to facilitate small group work; class division into small groups; establishment of guidelines for group work; teacher monitoring and intervention when necessary; and evaluation on both task performance and group work, which can include class discussion. (MSE)

**ED 289 360** FL 017 074
*McKeon, Denise*
**Different Types of ESL Programs. ERIC Digest.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Bilingual Education Programs, Demography, Elementary Secondary Education, *English (Second Language), Enrollment Rate, Immersion Programs, Intensive Language Courses, Limited English Speaking, *Program Design, Resource Allocation, *Second Language Programs, Staff Utilization, *Student Characteristics
Identifiers—*Content Area Teaching, *ERIC Digests

The organization of English as a second language (ESL) programs varies greatly, according to the student population, individual student characteristics, and district resources. They can be broadly categorized as either stand-alone ESL or ESL-plus. In general, stand-alone programs group limited-English-proficient (LEP) students together and instructs them in a manner similar to that used in foreign language classes. The program focus is primarily linguistic. ESL-plus programs may include a component of special instruction in and about English, but also provide content area instruction, in English or the first language. They generally occupy more or all of the instructional day. Stand-alone program types include pull-out programs, instruction during a regular class period, and a variation on the pull-out program bringing together students from a number of schools in a resource center. ESL-plus program types include bilingual education, structured immersion, sheltered English or content-based, and high-intensity language training programs. Choosing a program design for a given set of circumstances is complex, but the best program organization (1) is tailored to meet the students' linguistic, academic, and affective needs; (2) provides LEP students with the instruction necessary for progress through school at a rate similar to their native English-speaking peers; and (3) makes the best use of district and community resources. (MSE)

**ED 289 361** FL 017 075
*Kreidler, Carol*
**ESL Teacher Education. ERIC Digest.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Certification, Educational History, Educational Trends, *English (Second Language), *Language Teachers, Models, Professional Associations, Professional Development, Second Language Instruction, *Teacher Education, *Teacher Education Programs, Teacher Qualifications
Identifiers—*ERIC Digests, *Teachers of English to Speakers of Other Languages

Although the teaching of English as a second language (ESL) is a relatively new profession, it is an old activity. Until World War II, ESL instruction in the United States was irregular. In 1940, the first ESL teachers enrolled in a University of Michigan training program based on structural or descriptive linguistics. The Army Language School began to expand the field of linguistics, and college linguistics programs also began to develop. The 1964 National Defense Education Act spurred the growth of ESL summer institutes and university training programs, and the newly-founded Teachers of English to Speakers of Other Languages (TESOL) developed guidelines for certification and training. Currently, 33 states and the District of Columbia have certification or endorsement requirements. Areas of necessary training for ESL teachers include English linguistics, anthropology, psychology, sociology, and education. Most of the existing training programs are at the graduate level, and many school systems provide in-service training. Since 1970, ESL teaching methodology has seen a shift from the teacher-centered to student-centered classroom, and teachers should be trained in a way that reflects this approach. New emphasis is being placed on the theory behind methodology, but in many other ways, training developments parallel those for other teachers. (MSE)

**ED 289 362** FL 017 076
*Jarvis, Gilbert A. Bernhardt, Elizabeth B.*
**Foreign Language Teacher Education. 1987 Update. ERIC Digest.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Certification, *Course Content, *Course Objectives, Language Proficiency, *Language Teachers, Modern Languages, Second Language Instruction, State Standards, *Teacher Education, Teacher Education Programs, Teacher Qualifications
Identifiers—*ERIC Digests

Despite much rhetoric, foreign language teacher education lacks a substantial research base. Teacher education programs in general consist of subject-matter coursework, general education requirements, and specialized educational content, domains that have remained relatively unchanged in two decades. However, recent reform movements may have a significant impact on each of these areas. The subject matter content varies somewhat among programs, with linguistics and English grammar courses predominating. The general education component may consist of generic courses in psychology, philosophy of education, and general teaching methods, with some field experiences in schools in a variety of subject areas. Fortunately, many large institutions can now offer specialized methods courses in foreign language teaching, but they are often taught by professionals with more traditional approaches. Certification standards vary from state to state, and not all states have reciprocal agreements. The language proficiency of teachers is a growing concern, and some states are considering using proficiency tests as required teacher assess-

ment measures. Many states have also begun to require teacher testing in subject matter and teaching skills. There is much interest in teacher education reform and improvement. Now that public attention has turned toward teacher education, the critical missing factor is research. (MSE)

**ED 289 363** FL 017 077
*Inman, Marianne E.*
**How Foreign Language Study Can Enhance Career Possibilities. ERIC Digest.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Business Communication, Careers, *Curriculum Development, Educational Benefits, Educational Needs, Higher Education, *Job Skills, *Language Proficiency, *Professional Occupations, Second Language Instruction, *Second Languages
Identifiers—*ERIC Digests

Proficiency in a foreign language combined with knowledge and skills in another professional area is highly desirable in the marketplace. Business places the greatest emphasis on this combination, although language skills rank well below other selection factors. Most employers provide language training when necessary, but the amount of time available and the level of proficiency attained are usually very limited. Many employees become discouraged at the magnitude of the language learning task. An employee with a solid language knowledge and business or managerial skills has a competitive edge over other job applicants, and bilingual individuals are in great demand. Miscommunication that occurs when employees do not have foreign language skills can mean missed opportunities and unsuccessful business dealings. Many secondary and postsecondary schools have developed nontraditional, interdisciplinary foreign language courses as a result of this need and of general dissatisfaction with traditional language instruction. Study or work abroad is often included in the program. The integration of career and foreign language studies contributes significantly to both the business community and the foreign language education profession, filling a critical need and leading to increasingly successful global interactions. (Author/MSE)

**ED 289 364** FL 017 078
*Christian, Donna*
**Vernacular Dialects in U.S. Schools. ERIC Digest.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Classroom Communication, Cultural Differences, Elementary Secondary Education, English, English Instruction, Equal Education, *Language Attitudes, *Nonstandard Dialects, *Standard Spoken Usage
Identifiers—*ERIC Digests

Children from different backgrounds come to school speaking a wide variety of dialects. Questions concerning the use of dialects in schools have become increasingly complex and controversial in recent years. A central issue is the requirement of a standard dialect in school. Some find it discriminatory, others find it necessary to broaden student opportunity. Dialect differences can affect the quality of education received. Dialect may interfere with the child's acquisition of information and skills, and school personnel and other students may make erroneous assumptions about the vernacular-speaker's capabilities, motivation, and even morality. Two viewpoints on dialects have emerged. The "deficit" position maintains that speakers of vernaculars have a cognitive or language handicap. The "difference" position argues that while languages are different, none is inherently better than another. However, students' language and cultural background can influence their chances of success. Schools might choose to emphasize grammatical usage or writing rather than pronunciation. If a school decides to teach standard English, certain general guidelines concerning content and approach should be followed. Some educators are encouraging active standard and nonstandard dialect study in the curriculum, which can benefit students from all linguistic backgrounds. (MSE)

**ED 289 365** FL 017 079
*Silber, Ellen S.*
**Academic Alliances in Foreign Languages and Literatures. ERIC Q&A.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*College Faculty, College School Cooperation, *Elementary School Teachers, Elementary Secondary Education, Higher Education, *Institutional Cooperation, Interprofessional Relationship, *Language Teachers, *Secondary School Teachers, Second Language Instruction, *Teacher Associations
Identifiers—*ERIC Digests

Academic alliances, local cooperative groups of teachers of languages and literatures at all levels, meet regularly to discuss current developments in language teaching, explore particular problems and find solutions to them, and help faculty take responsibility for their intellectual and professional lives. Membership can range from 20 to 100 professionals in several or many institutions. Despite the diverse needs, concerns, and composition of individual alliances, each works for the mutual professional development of its membership and the promotion of foreign language and literature education. They have coordinated and implemented a variety of programs, including short immersion programs, visits by native speakers, exchanges of teaching techniques and materials, exploration of new technologies and resources, teacher fellowships, community awareness and support efforts, and initiatives for state program improvement. New alliances continue to form, while more established groups undertake more ambitious projects. Steps in forming alliances include identifying interested faculty, establishing a steering committee, establishing a collaborative group, and holding meetings for discussion and elaboration. Administrator participation can be crucial to an alliance's success by providing logistical and material support and incentives for participation. A variety of resources are available for forming alliances. (MSE)

**ED 289 366** FL 017 080
*Rosenbusch, Marcia H.*
**Foreign Language Learning and Children: The Parental Role. ERIC Q&A.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Children, Educational Objectives, Elementary Secondary Education, Learning Strategies, Parent Attitudes, *Parent Influence, *Parent Participation, *Parent Teacher Cooperation, Second Language Learning, *Second Language Programs, *Second Languages
Identifiers—*ERIC Digests

Parents of children in elementary and secondary school foreign language programs want to know what outcomes they can expect from the programs and how they can support and encourage their children's language study. Learning outcomes vary with program goals. Program types include immersion, partial immersion, foreign language in elementary schools (FLES), and foreign language experience or exposure (FLEX). The parent's influence on the child can be both passive and active, but active encouragement is associated with better language learning. Parents can demonstrate their positive attitude toward language learning by actively participating in a variety of ways at home, at school, and in the community. At home, parents can encourage, but should not push, their children by praising them for their growing interest and ability and knowledge of the foreign culture. At school, parents can establish a positive relationship with the teacher and staff, volunteer to help, and share with the teacher evidence of the child's progress. Families can also help educate the community about the value of foreign language learning and establish new programs. There are many organizational and information resources available to parents for these purposes. (MSE)

**ED 289 367** FL 017 081
*Berwald, Jean-Pierre*
**Teaching Foreign Languages with Realia and Other Authentic Materials. ERIC Q&A.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Classroom Techniques, *Cultural Education, *Educational Media, Instructional Materials, Mass Media, *Media Adaptation, *Realia, *Second Language Instruction
Identifiers—*Authentic Materials, *ERIC Digests

Realia, authentic documents, and mass media are living daily proof of the value of language. Their authenticity, specialized vocabulary, reinforced grammatical structures, and topics of interest can help encourage interest in the target language and culture. They contain current language on all imaginable topics, and are not artificial or contrived. One of the most compelling reasons for using them is the teacher's involvement in selecting and adapting materials for classroom use. Mass media can help to dispel stereotypes. Realia such as maps and schedules often contain a minimum of language and reduce potential frustration: other kinds of realia lend themselves well to demonstration. Educators differ on whether the materials should be used in their original in an adapted form. The instructor can prepare written materials to accompany the realia, and can easily prepare audiovisual aids with it. One of the key advantages in using realia is its direct link to culture, allowing attention to subtle and not-so-subtle differences between the target culture and our own. Newspapers, magazines, movie ads, mail-order catalogs, television commercials, the Yellow Pages, and souvenirs and other printed materials gathered in travel abroad or requested from other sources are examples of useful realia. (MSE)

**ED 289 368** FL 017 082
*Riddlemoser, Nancy*
**Working with Limited-English-Proficient Students in the Regular Classroom. ERIC Q&A.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Acculturation, *Classroom Communication, Classroom Environment, Classroom Techniques, Elementary Secondary Education, English (Second Language), Instructional Materials, Intercultural Communication, *Limited English Speaking, *Mainstreaming, *Student Needs, Teacher Behavior, *Teacher Role
Identifiers—*ERIC Digests

The time spent in the regular English-language classroom is critical for the limited-English-proficient (LEP) student in eventual mainstreaming. The classroom teacher can work productively with LEP students in the classroom to maximize their exposure to authentic language during the school day. Classroom communication should be simple and clear, communicate warmth, use nonverbal techniques such as prompts and gestures, contain established oral/aural routines, and be consistent even during the student's "silent period" of language learning. The student should be encouraged to use as much English as possible. The first priority is to ensure that the LEP student feels comfortable and secure in the classroom, and the buddy system and other forms of class acceptance and encouragement

are helpful. Careful monitoring of the student's social and academic development for possible disabilities or psychological barriers is essential. It is important to maintain high expectations of LEP students, to be prepared for their success, and to remember that they generally do not require remedial work. These students should learn the classroom management system as soon as possible and follow it as other students do. The teacher can and should learn about the students' home culture, and should explain and anticipate students' cultural and social difficulties as much as possible. (MSE)

**ED 293 304** FL 016 971
*Met, Myriam*
**Foreign Language Immersion Programs. ERIC Q & A.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Elementary Secondary Education, *Immersion Programs, Instructional Materials, *Program Design, *Program Development, *Program Effectiveness, Second Language Learning, Staff Utilization, Student Educational Objectives, Time Factors (Learning)
A fact sheet on foreign language immersion programs, in which the regular school curriculum is taught partially or entirely in a foreign language, briefly discusses the following: (1) the structure and goals of immersion instruction; (2) the introduction of English instruction; (3) the eventual effect of immersion instruction on verbal and mathematical skills in English; (4) key ingredients of a successful program; (5) the advantages and disadvantages of the total and partial immersion program designs; (6) optimum grade level for beginning an immersion program; (7) the necessary commitment on the part of parents and participants; (8) staffing and staff utilization; (9) obtaining instructional materials; (10) the effect of the immersion program on the district's existing foreign language program; and (11) enrollment projections. (MSE)

**ED 295 460** FL 017 376
*Reilly, Tarey*
**Approaches to Foreign Language Syllabus Design.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI-88062010
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Communicative Competence (Languages), *Course Descriptions, Course Organization, Guidelines, *Notional Functional Syllabi, *Second Language Instruction, Second Languages, Skill Development, Teaching Methods
Identifiers—*ERIC Digests
The role of the syllabus in second language teaching is described, distinguishing six major types of syllabi and how they might be implemented in various teaching situations. The foreign language teaching syllabus involves both the integration of subject matter (what to talk about) and linguistic matter (how to talk about it). Choices of syllabi can range from the purely linguistic (the teaching of grammar and vocabulary) to the semantic or information type (the teaching of a particular skill). To design a syllabus is to decide what gets taught and in what order; therefore, the choice of a syllabus is a major decision and should be made with as much information as possible. Although six distinct types of language teaching syllabi exist, they are not mutually exclusive, for almost all syllabi are combinations of two or more of the following types: (1) a structural formal syllabus (teaching of grammar); (2) a notional/-functional syllabus (teaching of functions that are performed when language is used or the notions that language is used to express); (3) a situational syllabus (teaching language in a context of real or imaginary situations in which language is used); (4) a skill-based syllabus (teaching specific language skills-listening, reading, and so on); (5) a task-based syllabus (teaching a variety of language forms, functions, and skills so students may complete a piece of work); and (6) a content-based syllabus (teaching course content, like science, using the language that the students are also learning). Ten steps in preparing a practical language teaching syllabus are included. (TR)

**ED 296 572** FL 017 377
*Reilly, Tarey*
**ESL through Content Area Instruction.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI-88062010
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Cognitive Development, Elementary Secondary Education, English (Second Language), Language Skills, Learning Strategies, *Mathematics Instruction, *Science Instruction, *Second Language Instruction, *Social Studies, Teaching Methods
Identifiers—*Content Area Teaching, *ERIC Digests
Content-based ESL is a method that integrated English-as-a-second-language instruction with subject-matter instruction. The technique not only focuses on learning a second language, but on using that language as a medium to learn mathematics, science, social studies, and other academic subjects. Although this approach has been used for many years in adult, professional, and university education programs for foreign students, content-based ESL programs at the elementary and secondary school levels are just emerging. One of the reasons for the increasing interest among educators in developing content-based language instruction is the theory that language acquisition is based on input that is meaningful and understandable to the learner. Content-based ESL programs have been developed to provide students with an opportunity to develop their cognitive academic language proficiency, as well as to provide a less abrupt transition from the ESL classroom to an all-English-medium academic program. Content-based ESL courses provide instruction in the special language of the subject matter, while focusing attention as much or more on the subject matter itself. Examples of content-based instruction include: (1) mathematics, where communicating mathematical processes, concepts, and applications in English is emphasized; (2) science, where students learn to think, observe, classify, compare, communicate, measure, infer, predict, and identify space and time relationships in English; and (3) social studies, where students develop critical concepts in order to better understand the history and culture of the United States, as well as develop their cognitive skills. (TR)

**ED 296 573** FL 017 378
*Reilly, Tarey*
**Materials for Foreign Language Skills.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI-88062010
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Affective Behavior, Age Differences, *Cultural Influences, Curriculum Design, Educational Objectives, Instructional Design, *Language Maintenance, *Language Skill Attrition, Second Language Instruction, *Second Languages, Time Factors (Learning)
Identifiers—*ERIC Digests
Human beings have as great a capacity for losing or forgetting a language as they do for learning one. Many have lost language skills due to a lack of a linguistically appropriate environment in which to use a particular language. Millions of individuals who have studied a second language in high school or college for several years have lost the ability to hold the most basic conversation, while others who as children or young people were monolingual speakers of other languages are now monolingual speakers of English, for they are no longer able to speak their mother tongue. Language acquisition and maintenance depend on a variety of factors including the following: (1) instructional factors that relate to the way in which the language is initially acquired, including instructional objectives, intensity of instruction, developmental considerations, and curriculum design; (2) cultural factors that relate to how public attitudes toward bilingualism and the relative prestige of different languages influence the maintenance of a particular language; and (3) personal factors that have related and correlated certain personality traits positively with success in learning foreign languages. Language study that helps the student to use the personal and cognitive strategies used by "expert learners" will enhance the likelihood of language skill maintenance; courses of study in which positive cultural attitudes are fostered and in which maintenance techniques are incorporated will help to prevent attrition. (TR)

**ED 296 612** FL 017 539
*Lowe, Pardee, Jr., Ed. Stansfield, Charles W., Ed.*
**Second Language Proficiency Assessment: Current Issues. Language in Education: Theory and Practice, No. 70.**
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-798398-0
Pub Date—88
Contract—400-86-0019
Note—207p.
Available from—Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Hill Dr., West Nyack, NY 10994.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors—Educational History, Evaluation Criteria, *Language Proficiency, *Language Tests, *Reading Skills, Research Needs, *Second Languages, Test Theory, *Uncommonly Taught Languages, *Writing Skills
A collection of essays on current issues in the field of second language proficiency assessment includes: "The Unassimilated History" (Pardee Lowe, Jr.), which chronicles the development of proficiency testing; "A Research Agenda" (John L. D. Clark and John Lett), a discussion of research considerations and needs in proficiency testing; "Issues Concerning the Less Commonly Taught Languages" (Irene Thompson, Richard T. Thompson, and David Hiple), which examines the relevance and appropriateness of proficiency testing theory and practice for less commonly taught languages; "Issues in Reading Proficiency Assessment", including "A Framework for Discussion" (Jim Child) and "Interpretations and Misinterpretations" (June K. Phillips), discussions of proficiency testing in the government and academic contexts; and "Issues in Writing Proficiency Assessment," including "The Government Scale" (Martha Herzog) and "The Academic Context" (Anne Katz), which look at an unexplored area in proficiency testing. (MSE)

# HE

**ED 286 437** HE 020 749
*Nash, Nancy S. Hawthorne, Elizabeth M.*
**Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.**
Association for the Study of Higher Education., ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-37-3
Pub Date—87
Contract—400-86-0017
Note—128p.
Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($10.00, nonmembers, $7.50, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Academic Standards, *Accreditation (Institutions), Business, *Corporate Education, Credit Courses, Degrees (Academic), Higher Education, *Industrial Training, *Labor Force Development, Professional Recognition, Program Effectiveness, Specialization, Technological Advancement

The extensive education and training programs established and run by business and industry for their own employees are discussed. The extent of corporate education is assessed with attention to cost, participation, providers, curricula, methods of instruction, organization, evaluation, and corporate colleges. Historical developments concerning employer-sponsored instruction are traced, and it is suggested that there is no longer a sharp distinction between corporate training and collegiate education. Some corporate colleges were begun by companies to educate specialists for their industrial needs. For traditional education, a degree-granting institution must receive recognition from the state, and there is also program and course recognition and licensing of individuals from accredited programs. Ways that corporate-sponsored education is extended legal recognition are identified, along with reasons that corporations seek recognition and issues involving accreditation. It is noted that a significant factor affecting the growth of corporate education is the growth of technology. Implications of expanding recognized corporate education are addressed, along with opportunities for research about corporate education. (SW)

**ED 293 478** HE 021 434
*Claxton, Charles S. Murrell, Patricia H.*
**Learning Styles: Implications for Improving Educational Practices. ASHE-ERIC Higher Education Report No. 4, 1987.**
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-39-X
Pub Date—87
Contract—400-86-0017
Note—116p.
Available from—Association for the Study of Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 members; $10.00 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Change Strategies, *Cognitive Style, College Instruction, College Students, *Educational Practices, Higher Education, *Instructional Improvement, *Learning Theories, Minority Groups, Models, Research Needs, Research Utilization, *Teacher Student Relationship, Teaching Methods

Four approaches to examining learning styles of college students are reviewed, and the use of information about learning style in the classroom, student affairs, and in the overall college work setting is addressed. Areas where additional research is needed are identified, along with steps that colleges can take to enhance the learning process. Approaches to learning style found in the literature are examined at the following four levels: (1) personality, (2) information processing, (3) social interaction, and (4) instructional methods. It is noted that the research on instructional-preference models supports the idea that matching instructional methods to students' learning style can lead to improved learning. Additional research needs include: determining more about the learning styles of minority students; clarifying the effects of teaching methods that are incongruent with a student's style; and identifying the connections and interaction between style, developmental stage, disciplinary perspectives, and epistemology. Steps that colleges can take to enhance the learning process include publicizing classroom research findings, offering workshops, and sharing information about learning styles with students. (SW)

**ED 293 479** HE 021 435
*McDade, Sharon A.*
**Higher Education Leadership: Enhancing Skills through Professional Development Programs. ASHE/ERIC Higher Education Report No. 5, 1987.**
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-40-3
Pub Date—87
Contract—400-86-0017
Note—138p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. G4, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—*Administrator Responsibility, Administrators, Career Ladders, *College Administration, Conferences, Higher Education, Institutes (Training Programs), *Leadership, *Management Development, Meetings, Professional Continuing Education, *Professional Development, Seminars, Skill Development, Staff Development, Workshops

The responsibilities and skills of college administrators and training needs and programs are discussed. After tracing typical career paths of administrators, skills and knowledge that they need are identified, based in part on similar positions from government, service organizations, and the military. The list of administrators' responsibilities also serves as a checklist for analyzing professional development needs. Specific responsibilities are indicated under the heading of visions, goals, and action; responsibility for operations; and responsibility for people. The different programs available nationwide are identified and organized into four types of models based on educational mission and goals and length: national institutes and internships; administrative conferences; conventions; and workshops, meetings, and seminars. Other ways to categorize programs include participant's job level, functional area, and content. Uses, benefits, and problems of professional development programs are also considered. Recommendations are offered for implementing a cohesive on-campus program to coordinate overall staff development, from middle managers to institutional leaders. 112 references. (SW)

**ED 296 692** HE 021 764
*Alfred, Richard L. Weissman, Julie*
**Higher Education and the Public Trust: Improving Stature in Colleges and Universities. ASHE-ERIC Higher Education Report No. 6.**
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-41-1
Pub Date—87
Contract—400-86-0017
Note—160p.
Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00).
Pub Type— Reports - Research (143) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors—*Change Strategies, College Administration, College Faculty, *College Planning, Higher Education, *Institutional Characteristics, *Marketing, Public Opinion, *Public Relations, *Reputation

Institutional stature, its development and determination, and strategies for its enhancement in colleges and universities are discussed. Focus is on the fundamental dimensions of stature, how it is affected by the external environment, and what colleges can do to improve it. Chapters are as follow: "Definition and Dimensions of Stature" (higher education and public perception, what stature is, and what its dimensions are); "Changing Public Attitudes toward Higher Education" (societal conditions and public opinion, changing public attitudes and perceptions, psychological well-being and ill-being, and postulates derived from research); "Attributes of Academic Organization and Performance" (distinguishing characteristics of the academic organization and performance attributes); "Practices to Enhance Stature in Complex Organizations" (for-profit and not-for-profit organizations and principles for application to colleges and universities); "Organizing Colleges and Universities to Enhance Stature" (strategic assessment, allocation of resources, outcomes assessment and image management as leveraging strategies); and "Summary and Conclusions." An index is provided. 211 references. (KM)

**ED 296 693** HE 021 900
*Jacobi, Maryann And Others*
**College Student Outcomes Assessment: A Talent Development Perspective. ASHE-ERIC Higher Education Report No. 7, 1987.**
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-42-X
Pub Date—87
Contract—400-86-0017
Note—141p.
Available from—Association for the Study of Higher Education, Dept. E, One Dupont Circle, Suite 630, Washington, DC ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Classification, *College Students, *Educational Assessment, Educational Philosophy, Higher Education, *Outcomes of Education, *Student Development, *Student Evaluation, *Talent Development
Identifiers—*College Outcomes Assessment

Factors that contribute to useful measurement of the impact of educational programs on college students are reviewed. Chapters cover the following: goals of student outcomes assessment; philosophy of assessment; outcome taxonomies; issues of measurement in talent development assessment; cognitive outcome instruments; increasing the usefulness of outcomes assessments; and practical suggestions for conducting assessments. It is suggested that an institutional program of assessing student outcomes should be based on a coherent philosophy of institutional mission and should reflect a conception of what constitutes effective performance of that mission. Two commonly used approaches to defining excellence are discussed, reputational and resource approaches, but a "talent development" approach is proposed in which assessment focuses more on changes or improvements in students' performance from entry to exit. Talent development assessments may be conducted with either standard, commercially available assessment instruments or with locally designed instruments developed on campus. Reasons why assessments may not live up to their potential as management tools are addressed, including inadequate conceptualization or political barriers. Appended is a summary of the more than 25 cognitive assessment instruments discussed (general education tests, specific skills tests, and subject matter competency). This document contains approximately 120 references. (LB)

**ED 296 694** HE 021 901
*Cope, Robert G.*
**Opportunity from Strength: Strategic Planning Clarified with Case Examples. ASHE-ERIC Higher Education Report No. 8, 1987.**
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-43-8
Pub Date—87
Contract—400-86-0017
Note—149p.
Available from—Association for the Study of Higher Education, Dept. E, One Dupont Circle, Suite 630, Washington, DC ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annotated Bibliographies, *Case Studies, Change Strategies, *College Administration, *College Planning, Community Colleges, Community Influence, Decision Making, Economic Factors, Higher Education, Influences, Leadership, Models, Political Influences, Private Colleges, State Universities
Identifiers—Environmental Scanning, *Strategic Planning

Appropriate and inappropriate uses of the strategic planning concept are identified, and significant literature on the subject is reviewed that gives both conceptual and practical guidelines. Included is a series of very simple to more complex planning models that colleges and universities can adopt or modify, depending on their circumstances, to plan strategically. The use of various strategic planning models is illustrated with case examples from 11 institutions, including Iowa State University, Millikin University, the University of Minnesota, Bradley University, San Diego State University, and Edmonds Community College. External environment and leadership issues are addressed, including the concepts of positioning and "satisficing." Devices for environmental scanning are reviewed, followed by discussions of information in context and the historical-intellectual origins of the strategic concept. The first half of this report is written largely for the administrator, using the case examples, and the second half is written for the serious student of the strategic concept. This document contains approximately 170 references, most of which are annotated. (LB)

# IR

ED 288 496 IR 012 889
*Ely, Donald P.*
A Review of Reviews of Research on Computer Assisted Instruction. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 84
Contract—NIE-400-77-0015
Note—3p.
Available from—ERIC/IR, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244 (free while the supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Computer Assisted Instruction, Conventional Instruction, Elementary Secondary Education, Higher Education, *Instructional Effectiveness, *Intermode Differences, Literature Reviews, *Media Research, *Student Motivation
Identifiers—ERIC Digests

With mounting interest in what research has shown about learning through computer assisted instruction (CAI), several research analysts have recently reviewed the CAI research for the past 20 years. Each review comes up with a set of conclusions that are fairly consistent with other reviews, and the conclusions from six of these studies are summarized in this digest as a guide for educators who want the essence of the research rather than comprehensive reports. These conclusions indicate that there is sufficient evidence to suggest a strong motivational element in computer use by students; continued use of computers lessens the initial motivation and tends to reduce retention; and the heightened effectiveness of CAI with elementary and secondary students is substantially reduced at the higher education level. (RP)

ED 288 563 IR 052 298
*Brandhorst, Ted, Ed.*
ERIC Administrative Bulletin (EAB), 1976-1987.
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency—Educational Resources Information Center (ED), Washington, DC.
Pub Date—87
Contract—300-87-0004
Note—4,212p.; Succeeds "ERIC Management Notes." The EAB is issued monthly or bimonthly, depending on available material. This compilation includes issues published during the 12-year period 1976-1987.
Journal Cit—ERIC Administrative Bulletin; v1-11 1976-1987
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF40/PC169 Plus Postage.
Descriptors—*Clearinghouses, *Databases, Information Dissemination, Information Services, *Information Systems, Newsletters
Identifiers—*ERIC

The ERIC Administrative Bulletin (EAB) is the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. The EAB is issued every month or two, depending on the volume of material available. All EAB articles are reviewed and approved by Central ERIC before publication. The EAB is distributed solely within the ERIC system (approximately 20 contractors) and is intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Current major categories for announcements are: Action Items; Network News; Personnel; Clearinghouse Publications; Meetings Participated In. All new forms and all major reports commonly are included as Attachments to EAB issues. This compilation consists of 116 issues of the EAB, extending from July 1976 through December 1987, a period of 12 years. (WTB)

ED 290 463 IR 013 119
*McLaughlin, Pamela W.*
CD-ROM for Educators. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free, while supply lasts).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographic Databases, Computer Software, *Information Systems, Librarians, Microcomputers, *Optical Data Disks, *Reference Materials, Teachers
Identifiers—ERIC Digests

This overview of CD-ROM (Compact Disk-Read Only Memory) technology covers technical specifications as well as applications of special interest to teachers, school administrators, and librarians. Materials available on CD-ROM disks are described, including a variety of reference works, and a directory of publishers/producers is provided. Issues of concern and trends are also briefly discussed, including new technologies that will permit the local addition of data and networking. A nine-item bibliography is provided. (EW)

ED 292 466 IR 013 219
*Comstock, George  Paik, Hae-Jung*
Television and Children: A Review of Recent Research.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-12-0
Pub Date—87
Contract—400-85-0001
Note—71p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-71; $6.50 plus $1.50 shipping and handling).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Adolescents, *Behavior Patterns, *Children, Elementary Secondary Education, Opinions, Television Commercials, *Television Research, *Television Viewing, Time Management, *Violence

This review of recent empirical research on the effects of television on children and teenagers begins by examining the results of two surveys which were conducted to determine the opinions of experts in the field. A brief statement of the findings indicates that experts generally agree that television harms formal scholastic achievement while providing general knowledge; that it has contributed to misperceptions about sex roles, ethnic groups, and politics; that it has increased aggressive behavior; and that it has increased the degree to which children behave as consumers. Empirical evidence is then examined to determine whether or not this evidence supports what the experts say. Seven areas are considered: (1) time use (the time children spend watching television); (2) the viewing experience; (3) knowledge, beliefs, and perceptions (defined as a wide range of cognitions that television may influence among children and teenagers); (4) viewing's impact on violence and sex roles; (5) scholastic achievement; (6) advertising; and (7) behavior (the physical actions and sequences of physical action that arguably could be said to be influenced by television). It is noted that there is a large, if varied, body of empirical evidence now available on this topic which variously supports, qualifies, calls into question, or has little to say about the opinions of the experts. On the whole, it is concluded that, although the research to date is highly informative in many respects, it is only moderately informative about the accuracy of the experts. (There are 249 references.) (EW)

ED 294 569 IR 013 236
*Cambre, Marjorie A.  Zugner, Lisa Crooks*
A Reappraisal of Instructional Television. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-85-0001
Note—3p.; This digest is based on "A Reappraisal of Instructional Television" by Marjorie A. Cambre (Syracuse, NY: ERIC Clearinghouse on Information Resources, 1987).
Available from—ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Television, Elementary Secondary Education, Evaluation Methods, Futures (of Society), *Television Research
Identifiers—ERIC Digests, ITV Futures Planning Group

The role of instructional television (ITV) in elementary and secondary education is assessed, beginning with an overview of the history of the medium from the first experimental educational broadcasts in 1933 to the present. Research in the area is reviewed, and three primary methods of evaluation are identified: (1) basic research, which measures the effects of a medium or its varied aspects on an intended audience; (2) formative evaluation, which is intended specifically to assist those responsible for the creation of new program material; and (3) impact studies, which analyze the effectiveness of programs or series after a period of actual use. ITV issues for the future and the activities of the ITV Futures Planning Group are also discussed. (12 references) (MES)

ED 295 675 IR 013 387
*McLaughlin, Pamela*
Computer-Based Education. The Best of ERIC, 1986.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-13-9
Pub Date—87
Contract—400-85-0001
Note—94p.; For the 1983-1985 edition, see ED 284

542.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-72, $10.00 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Adult Basic Education, Annotated Bibliographies, *Computer Assisted Instruction, Computer Assisted Testing, *Computer Literacy, *Computer Managed Instruction, Computers, Computer Simulation, *Computer Software, Correctional Education, Disabilities, Distance Education, Elementary Secondary Education, Futures (of Society), Inservice Teacher Education, Interactive Video, Media Research, *Microcomputers, Technological Advancement
Identifiers—Courseware Evaluation

The sixth report and first annual update in a series of selected ERIC bibliographies on computer-based education begun in 1973, this report provides 213 citations and abstracts from the 346 relevant documents entered in the ERIC system in 1986. The emphasis in selection was on documents that focus broadly on the topic of computer-based education (CBI) and provide information to aid in the decision-making process. Because of the size of the database, documents pertaining specifically to CBI in universities and colleges have not been included. Materials appearing in this bibliography are presented under four broad headings: (1) Computer-Assisted Instruction, which includes overview documents, conference proceedings, and papers on developing computer-based instruction, including videodisc interactive courseware; (2) Special Applications, including computer literacy, copyright and computer software, computer equity, software evaluation, computer use in counseling and guidance, management applications, computer networking, computer testing, and trends in CBI; (3) Subject Applications, which covers basic skills, business education, English as a second language and foreign languages, language arts, LOGO, mathematics, reading, science, social studies, and vocational education; and (4) Special Populations, i.e., adult or distance education students and handicapped learners. An author index is provided, as well as information for ordering ERIC documents. (EW)

**ED 295 676** IR 013 427
*Komoski, P. Kenneth*
**Educational Technology; The Closing-In or the Opening-Out of Curriculum and Instruction. An ERIC Information Analysis Product 1987, IR-77.**
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-18-X
Pub Date—87
Contract—400-85-0001
Note—44p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 ($6.00 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Computer Assisted Instruction, *Curriculum Development, Databases, *Educational Change, *Educational Technology, Elementary Secondary Education, Family School Relationship, *Information Sources, Instructional Development, *Instructional Innovation, Productivity, Student Motivation
Identifiers—*Educational Products Information Exchange, *Integrated Learning Systems

Faced with the growing concern over educational effectiveness, efficiency, and productivity, many schools are turning to educational technology, especially the computer-based curriculum products known as integrated instructional systems. However, it is vitally important for educators to examine and gain a clearer understanding of technology's relationship to the learner over the longer term if they are to avoid moving towards a solution to the educational productivity problem that is socially undesirable. Educators must not only concern themselves with the systematic integration of materials and technologies into the curriculum, but they must also consider the systemic integration of materials and technologies into a balanced curriculum that will enable teachers to design, select, and arrange for both formal and informal learning experiences adapted to the needs of individual learners. This "opened out" approach is of utmost importance as a means of engaging the learner's interest, effort, and day-to-day involvement in the curriculum, and educational practitioners need access to information that will help them become less dependent on the "closed-in," prepackaged, computer-based systems now available. The EPIE (Educational Products Information Exchange) Institute is currently engaged in the development of a series of interrelatable databases–the Integrated Instructional Information Resource (IIIR)–which is designed to provide such information to both educators and parents. (28 references) (EW)

**ED 295 682** IR 052 390
*Averza, Elizabeth Smith And Others*
**Online Information Services for Secondary School Students: A Current Assessment. An ERIC Information Analysis Product 1987, IR-75.**
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-15-5
Pub Date—87
Contract—400-85-0001
Note—57p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-75, $6.50 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Databases, Literature Reviews, *Media Specialists, *Online Searching, Questionnaires, School Libraries, School Surveys, Search Strategies, Secondary Education, *Secondary School Students, *Teaching Methods, *Use Studies

This study assesses the role of online searching in school library media centers as it has been reported in the literature and also as seen in the results of a 1986 survey of school-based online providers and vendors. Although online searching in the school environment was not found to be broadly reported in the literature, the survey showed the topic was one of growing interest in schools across the country. Literature and survey findings are reported and compared in three major areas: (1) people: both students and library media specialists are doing online searching, media specialists receive their training in a variety of ways, and students are using online searching for class related topics and papers; (2) policies: there is little evidence in the literature on the establishment of policies for online access, while the survey showed current school policies to vary widely; and (3) practice: the results of the survey confirm the findings of the literature regarding widespread use of microcomputers (especially Apple), and use of specific networks and databases. An annotated 21-item bibliography of recently published materials which describe programs and provide guidelines for implementing online searching in the schools is provided as a locator for educators, administrators, and school library media specialists. Copies of the survey instruments for media specialists and for vendors are appended, as well as a list of the names, addresses, and telephone numbers of contact persons for the major vendors who work with school media specialists. (EW)

**ED 295 685** IR 052 409
*Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.*
**ERIC Clearinghouse Publications, 1987. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1987.**
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 88
Contract—300-87-0004
Note—95p.; For 1986 publications, see ED 283 535.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, *State of the Art Reviews
Identifiers—Educational Information, *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 239 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1987. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1987) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. The 533 ERIC Digests produced by the clearinghouses through 1987 are also listed. Formerly called Fact Sheets or Short Reports, these short user-oriented reference sheets are arranged by clearinghouse. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (CGD)

**ED 296 720** IR 013 404
*Cambre, Marjorie A.*
**A Reappraisal of Instructional Television. An Information Analysis Product.**
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-14-7
Pub Date—Dec 87
Contract—400-85-0001
Note—60p.; For the ERIC Digest based on this document, see ED 294 569.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-73, $6.50 plus $1.50 shipping and handling).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—*Educational Television, Educational Trends, Elementary Secondary Education, Formative Evaluation, Futures (of Society), Material Development, *National Surveys, *Programing (Broadcast), Statistical Data, Tables (Data), *Television Research, *Use Studies

This reappraisal of the situation of instructional television (ITV) in education begins by defining the field, providing background information, describing the various roles that ITV can fill, and discussing the structure of ITV as a profession. Various aspects of ITV use are then discussed in the context of: (1) national use statistics on ITV accessibility, ITV use, barriers to use, and training teachers in its use; (2) data on budget support, personnel, administrative encouragement of ITV use, and changes in ITV accessibility; and (3) qualitative data on equipment, programming, and support systems for ITV. An examination of research and evaluation which considers three types of inquiry–basic research, formative evaluation, and impact studies–is followed by a discussion of ITV issues and futures in the areas of research and development, design, production, distribution, promotion, use, and measurement and evaluation. The report concludes with a discussion of factors critical to the present and future of ITV. Eight figures and three tables are included. (54 references) (MES)

**ED 296 734** IR 052 398
*Knirk, Frederick G.*
**Instructional Facilities for the Information Age. An ERIC Information Analysis Product.**
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-16-3
Pub Date—87
Contract—400-85-0001
Note—57p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-76; $6.50 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Acoustical Environment, *Audiovisual Aids, Classroom Design, Classroom Furniture, *Classroom Research, *Design Requirements, Elementary Secondary Education, *Environmental Influences, *Human Factors Engineering, Lighting, *Thermal Environment
Intended to assist educators and trainers who must make recommendations about facilities to architects and school authorities, this ERIC information analysis project summarizes research on the design of both classrooms and individualized learning spaces that will optimize learning. Six teaching-/learning space topics are considered: (1) light and color; (2) heating, ventilation, and air conditioning; (3) acoustical and background noise; (4) furniture and ergonomics; (5) electrical wiring and conduit requirements; and (6) computer requirements. The relationship of physical properties of learning facilities and behavioral science data is considered, and the specific environmental variables that influence the student-temperature and humidity, noise, light and color, seating position, classroom design or openness, density and privacy, and the presence of windows-are discussed. Research findings on requirements for materials storage, minimum light for learning spaces, colors and learner activity, and ideal temperatures for student activities are summarized in four tables, and diagrams of classroom space configurations for various audiovisual media are provided. (116 references) (EW)

# JC

**ED 285 609** JC 870 373
**A Descriptive Analysis of the Community College Liberal Arts Curriculum. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—400-86-0051
Note—6p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*College Curriculum, Community Colleges, *Courses, Curriculum Research, Educational Trends, Humanities, *Liberal Arts, National Surveys, Sciences, Social Sciences, Two Year Colleges
Identifiers—ERIC Digests
In spring 1986, the Center for the Study of Community Colleges analyzed the class schedules of 95 randomly selected two-year colleges to determine the types of liberal arts courses offered by the colleges and to spot changes in the curriculum over the past 11 years. Study findings included the following: (1) the humanities made up 48% of the total liberal arts curriculum, with English composition representing the greatest number of class sections; (2) the sciences made up 43% of all liberal arts class sections, while the social sciences made up only 8%; (3) English, mathematics, history, biology, chemistry, psychology, economics, and sociology were offered at 90% or more of the colleges; (4) over the past 11 years, the liberal arts curriculum has remained fairly stable, though in mathematics the number of courses for specific majors (e.g., "Mathematics for Business") decreased while the number of computer science courses increased; (5) English as a Second Language courses accounted for 30% of all foreign language classes in 1978 and 43% in 1986; and (6) the liberal arts curriculum was characterized by an abundance of introductory survey courses and a relatively small number of more advanced courses. (AYC)

**ED 286 547** JC 870 416
*Bray, Dorothy, Ed. Belcher, Marcia J., Ed.*
**Issues in Student Assessment. New Directions for Community Colleges, Number 59.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-953-X
Pub Date—87
Contract—400-83-0030
Note—122p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($12.95).
Journal Cit—New Directions for Community Colleges; v15 n3 Fall 1987
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—Access to Education, Community Colleges, *Computer Assisted Testing, Educational Technology, *Educational Testing, Essay Tests, Minority Groups, Physical Disabilities, *Student Placement, Teacher Developed Materials, *Testing Programs, Two Year Colleges
Identifiers—Writing Tests
Three aspects of student assessment are addressed in this collection of essays: accountability issues and the political tensions that they reflect; assessment practices, the use and misuse of testing, and emerging directions; and the impact of assessment. The collection includes: (1) "Expansion, Quality, and Testing in American Education," by Daniel P. Resnick; (2) "The Other Side of Assessment," by Peter M. Hirsh; (3) "Assessment and Improvement in Education," by John Losak; (4) "Value-Added Assessment: College Education and Student Growth," by Marcia J. Belcher; (5) "The Role of the Teacher-Made Test in Higher Education," by Scarvia B. Anderson; (6) "Assessment of Writing Skills through Essay Tests," by Linda Crocker; (7) "A Primer on Placement Testing," by Edward A. Morante; (8) "Accommodating Testing to Disabled Students," by Emmett Casey; (9) "The Impact of Assessment on Minority Access," by Roy E. McTarnaghan; (10) "Technology and Testing: What Is around the Corner?" by Jeanine C. Rounds, Martha J. Kanter, and Marlene Blumin; (11) "Is There Life after College? A Customized Assessment and Planning Model," by Susan S. Obler and Maureen H. Ramer; and (12) "Sources and Information: Student Assessment at Community Colleges," by Jim Palmer. (EJV)

**ED 286 550** JC 870 419
**The Status of the Transfer Function. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 84
Contract—400-83-0030
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Standards, *Articulation (Education), *College Transfer Students, *Community Colleges, Educational Assessment, Educational Counseling, Higher Education, *Program Effectiveness, *Transfer Programs, Two Year Colleges
Identifiers—ERIC Digests
Increased national attention to the quality of education has resulted in a more critical examination of the community college transfer function. This concern for transfer has been precipitated by several factors: (1) the declining percentage of community college students who transfer; (2) the growth of the community services, vocational, and remedial curricula; (3) a perceived decline in the academic performance of community college transfer students at four-year institutions; and (4) research indicating that students starting their collegiate careers at two-year colleges have a smaller chance of attaining a baccalaureate than do freshmen at residential, four-year institutions. There are, however, several barriers to an accurate assessment of the transfer function, including the lack of norms relating to the transfer function, flawed counting procedures, lack of accurate data on the number of students transferring, and difficulty in interpreting data on the upper-division performance of community college students who do transfer. Community colleges are responding to these growing concerns with a renewed emphasis on mandatory basic skills assessment and counseling. In a recent study, over 60% of the colleges surveyed required academic advising for all students, for students taking more than a certain number of units, or for all new students. In addition, most of the colleges utilized placement or assessment testing as a means of directing students into classes for which they were academically prepared. The current reexamination of transfer education has resulted in the increased acceptance of an enhanced community college role in serving academically talented students and in greater recognition of the need for assessment and tracking programs that identify transfer students and assist them toward their degree goals. (EJV)

**ED 286 551** JC 870 420
**Educational Accountability. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 84
Contract—400-83-0030
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Accountability, *College Curriculum, Community Colleges, *Competency Based Education, *Curriculum Design, *Mastery Learning, *Minimum Competency Testing, Sequential Approach, Two Year Colleges
Identifiers—ERIC Digests
Educational accountability is central to the reputation of the nation's community colleges. Some community colleges are adopting mastery learning, competency-based education, curriculum tracking, and/or minimum competency-testing as a means of remaining educationally accountable. Mastery learning programs, under which students are required to demonstrate competency in specified, cognitive, affective, and/or motor skills, can be used to document learning. Rather than basing grades on how well a student performs in relation to his/her classmates, instructors require students to demonstrate mastery of course subject matter on criterion-referenced tests. Competency-based education (CBE) programs have been drawn from the mastery learning philosophy. Besides requiring students to achieve a mastery of sequentially ordered course materials, CBE requires students to demonstrate competence in performing skills or behaviors that are central to specific tasks, activities, or careers. The structure of the curriculum and the flow of students through it are important indications of the learning that accompanies degree or course completion. Several educators have called for degree programs that provide an ordered sequence of courses, rather than a smorgasbord of unrelated electives. A final area in which community colleges are working in order to improve educational accountability involves the identification and testing of minimum competencies, covering the areas of reading, writing, arithmetic, algebra, geometry, trigonometry, analytic geometry, and mathematical analysis. (EJV)

**ED 286 552** JC 870 421
**Methods of Securing Alternative Funding for Community Colleges. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-83-0030
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Alumni Associations, Community Colleges, Corporate Support, *Educational Finance, *Fund Raising, Grantsmanship, Income, *Philanthropic Foundations, *Private Financial Support, Two Year Colleges
Identifiers—ERIC Digests
Now that the growth period for community col-

leges is over, and public funding has stabilized or decreased, many colleges are turning to alternative funding sources as a means of financing new projects and maintaining services. Among the funding approaches are the following: (1) grants development, which requires a library of material on funding agencies, a campus "fundability profile," faculty involvement, and a grants office; (2) revenue diversification, which involves the college in commercial activities that are undertaken specifically to support educational programs and services, including contract education, catering food, retailing, and leasing facilities; (3) solicitation of corporate donations, which has become an increasingly important means of offsetting cutbacks in local and state support; (4) establishment of alumni associations, which can be valuable sources of alternative funds while also aiding the colleges in developing political support, fostering positive public opinion, recruiting new students, and locating possible donors to the college; and (5) community college foundations, which provide a mechanism by which the college can expand or improve services beyond the means provided for by public funds. References for further reading on these topics are provided. (EJV)

**ED 286 553** JC 870 424
**Student Assessment: Humanities. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, Educational Testing, *Humanities, *Knowledge Level, Student Characteristics, Two Year Colleges, *Two Year College Students
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field tested an instrument, the General Academic Assessment (GAA) student survey, to assess community college students' knowledge in several liberal arts areas, including the humanities. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of humanities courses the student had taken prior to the GAA test). In general, older students scored higher in the humanities than younger students. The native language of the student seemed to be a significant factor, with native English speakers scoring higher than non-native English speakers. Students attending the community college to satisfy a personal interest scored higher in humanities than those attending to advance an occupation or to transfer. There appeared to be a positive correlation between the number of semester hours completed and scores on the humanities section of the GAA, and, not surprisingly, there was a positive correlation between the number of humanities courses taken and the students' GAA humanities scores. (EJV)

**ED 286 554** JC 870 425
**Student Assessment: Literacy. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, Educational Testing, Grammar, *Knowledge Level, Language Skills, *Literacy, Punctuation, *Reading Comprehension, Two Year Colleges, *Two Year College Students, *Writing Skills
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In an effort to assess community college students' knowledge of the liberal arts, the Center for the Study of Community Colleges developed and field-tested a student survey and General Academic Assessment (GAA) instrument. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of English courses the student had taken prior to the GAA test). On the literacy section of the GAA, which assessed student ability in English grammar, punctuation, and reading ability, older students scored slightly higher than younger students. Not surpisingly, native language seemed an important factor in a student's ability to use English. Students attending college to satisfy personal interest scored higher on the literacy section than those intending to transfer or receiving occupational training. There appeared to be a positive correlation between the number of semester hours completed and scores on the literacy section of the GAA. A positive correlation was revealed between the number of English courses taken and the students' GAA literacy scores. (EJV)

**ED 286 555** JC 870 426
**Student Assessment: Science. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Biology, Chemistry, Community Colleges, Educational Testing, Geology, *Knowledge Level, Physics, *Sciences, Two Year Colleges, *Two Year College Students
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field-tested an instrument, the General Academic Assessment (GAA), to assess community college students' knowledge in several liberal arts areas, including the sciences. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of science courses the student had taken prior to the GAA test). While there appeared to be a positive correlation between an increase in age and scores on the science portion of the GAA, the difference was slight. A comparison of the scores of students who had completed less than 15 college units with the scores of students who had completed 60 or more units indicated that there were no great differences among minority ethnic groups in the rate of gain in the science section. Students attending college to satisfy a personal interest scored higher on the science questions than those intending to transfer or receiving occupational training. There was a positive correlation between the number of science courses completed and the students' GAA scores in this area. (EJV)

**ED 286 556** JC 870 427
**Student Assessment: Social Sciences. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, Educational Testing, History, *Knowledge Level, Political Science, *Social Sciences, Sociology, Two Year Colleges, *Two Year College Students
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In an effort to assess community college students' knowledge of the liberal arts, the Center for the Study of Community Colleges developed and field tested a student survey and General Academic Assessment (GAA) instrument. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of social science courses the student had taken prior to the GAA test). The social science portions of the GAA focused on knowledge of society, government, and history. On these sections, older students scored higher than younger students. A comparison of the scores of students who had completed less than 15 college units with the scores of students who had completed 60 or more units indicated that there were no great differences among ethnic groups in the rate of gain in social sciences. The native language of the student appeared to be a significant factor in the social science section of the GAA, with native English speakers scoring 5.17 compared to 4.12 for non-Native English speakers. Those students attending college to satisfy a personal interest scored higher than those intending to transfer or receiving occupational training. There appeared to be a positive correlation between the number of semester hours completed and scores on the social science section of the GAA. (EJV)

**ED 286 5[illegible]** JC 870 428
*Colby, Anita Opp, Ron*
**Controversies Surrounding Developmental Education in the Community College. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 87
Contract—400-86-0051
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, *Developmental Studies Programs, Outcomes of Education, *Program Effectiveness, *Remedial Instruction, *Remedial Programs, Two Year Colleges
Identifiers—*ERIC Digests

Criticisms have been raised about large scale community college involvement in developmental education. A number of these criticisms seem valid, while others clearly are not. Some of the most commonly voiced concerns include the following: (1) "The community college is the wrong place to provide developmental education"; (2) "Developmental education costs too much"; (3) "Developmental education should be the responsibility of a separate instructional division, not the responsibility of instructors in the collegiate curricula"; (4) "Community college faculty members do not know how to teach literacy"; (5) "There is insufficient articulation between community colleges and secondary schools"; and (6) "Placement and diagnostic tests are not valid." Close examination of these criticisms reveals a lack of understanding of the nature and goals of developmental programs. Remediation is not only the most practical response to declines in student literacy, but it is also at the very heart of an open-door college. Steps to be taken to maximize assistance to students and maintain the integrity of the institution include implementing developmental education throughout the curriculum; mandating counseling, tutoring, and other support services; integrating tutorial and learning laboratory activities with classroom instruction; requiring reading and writing assignments; and using entry and exit examinations. (EJV)

**ED 286 558** JC 870 429
*Mabry, Theo N.*
**Enrollment Management. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Contract—400-86-0051
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—College Administration, *College Planning, Community Colleges, *Enrollment Influences, Enrollment Trends, Institutional Mission, Marketing, *School Holding Power, *Student Recruitment, Two Year Colleges
Identifiers—*Enrollment Management, *ERIC Digests
Simply stated, enrollment management is the process of defining enrollment goals and establishing procedures to reach these goals. The approach consists of a variety of interdependent activities, which can include the clarification of institutional mission, long-range planning, academic program planning, marketing and recruitment, retention, and career planning and placement. A major factor underscoring the need for enrollment management is the decline in the numbers of traditional college-aged students–by 1994, it is forecast that there will be a 26% drop in higer education enrollments nationally, with some regions dropping by 43%. Suggested methods of implementing enrollment management vary. Some recommend that enrollment management emanate from the Board of Regents, which should: focus the mission statements of each segment of postsecondary education by stipulating what it can and cannot do; tighten admissions standards; and establish strong mandatory transferability of credits. Some colleges are attempting to exercise greater control over the destiny of their institutions by implementing strategic planning with short- and long-range marketing plans. Enrollment management is an attempt by institutions of higher education to control the size of enrollments through a better understanding of the factors that influence enrollment patterns, and the establishment of structures and procedures to contact more potential students and influence their decisions concerning college choice and attendance. (EJV)

**ED 286 559** JC 870 430
*Van Patten, James J. Dennison, Deborah Anne*
**High School-Community College Collaboration. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—400-86-0051
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Articulation (Education), College Preparation, *College School Cooperation, *Community Colleges, Cooperative Programs, Curriculum Development, Dual Enrollment, *High Schools, Secondary Education, *Shared Resources and Services, Two Year Colleges
Identifiers—*ERIC Digests
A number of recent educational reform reports have stressed the need for increased cooperation among educational institutions to address such problems as high dropout rates, a workforce without the job skills needed by high-tech industries, and the absence of clearly defined career goals among high school and college students. For community colleges, these problems underscore the importance of strengthening their relations with secondary institutions by: (1) improving curricular coordination with local high schools; (2) helping high schools prepare students academically and affectively for college; (3) sharing faculty and/or facilities; and (4) improving interinstitutional communication. Increasingly, community colleges and high schools are realizing the importance of working together to overcome such barriers as incompatibility of curricula and schedules, "turfmanship," innaccurate and inadequate information, and differences in educational philosophy. The result of these efforts will be better informed, better prepared, and better qualified high school and college students. (EJV)

**ED 287 522** JC 870 422
**Assessing the Student Attrition Problem. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0039
Note—7p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, Dropouts, Institutional Research, Research Needs, *School Holding Power, *Stopouts, *Student Attrition, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)
Identifiers—ERIC Digests
As the entering-college population dwindles and competition to attract this population increases among colleges, student retention has become a primary concern for community colleges. Assessing the extent of the dropout problem is particularly problematic for community colleges, as they are institutions geared to the facilitation of ease of entrance, exit, and reentry. In an attempt to clarify the community college attrition phenomenon, one 1982 study identified three categories of attrition: "positive attrition," which refers to students who have met their objectives or transferred; "neutral attrition," which refers to students who leave due to a job or other scheduling conflict; and "negative attrition," which refers to students unprepared or unmotivated for their studies. Because of the complex nature of drop-in and dropout patterns, each college needs to determine the extent of its own attrition problem. Retention studies can take a variety of approaches. For example, Spoon River College (Illinois) conducted a study focusing on the differing needs of full- and part-time students, and demonstrated the effectiveness of specifically designed retention plans for these different student populations. Valencia Community College (Florida) conducted a study concentrating on the factors affecting the retention of a single minority group, black students. Middlesex County College (New Jersey) drew from the insights of a number of special populations within the student body to assess the interaction between institutional provisions and student needs, while the City Colleges of Chicago examined institutional variables and their effects on student course completion. (UCM)

**ED 287 523** JC 870 423
**Student Assessment: Mathematics. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0030
Note—6p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Algebra, Community Colleges, Educational Testing, *Knowledge Level, Liberal Arts, Predictor Variables, Student Characteristics, Tests, Two Year Colleges, *Two Year College Students, Urban Schools
Identifiers—*ERIC Digests, *General Academic Assessment
In 1983-84, the Center for the Study of Community Colleges developed and field tested an instrument, the General Academic Assessment (GAA), to assess community college students' knowledge of several liberal arts areas, including mathematics. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores on the math portion of the test were cross tabulated by selected student characteristics (e.g., age, ethnicity, native language, and reason for attending college) and educational background variables (e.g., number of college units already completed, and number of math courses taken). Results of the analysis revealed that the highest mean GAA scores in mathematics were achieved by: (1) younger students recently graduated from high school; (2) students intending to transfer to a four-year college; and (3) students who rated their abilities in algebra as "excellent." GAA math scores also correlated positively with the number of semester hours completed and the number of mathematics courses completed. (UCM)

**ED 288 577** JC 870 465
*Kintzer, Frederick C.*
**The Multidimensional Problem of Articulation and Transfer. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 83
Contract—400-83-0039
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Articulation (Education), *College Transfer Students, Community Colleges, *Foreign Students, Higher Education, *Intercollegiate Cooperation, *Transfer Policy, Two Year Colleges
Identifiers—ERIC Digests, *Reverse Transfer Students
Transfer (i.e., the movement of students and of their academic credits from one school to another) and articulation (i.e., services for transfer students) can no longer be thought of solely in terms of the linear progression of community college students to four-year institutions. While definitions and counting procedures vary considerably among institutions and states, several categories of transfer students can be roughly identified: (1) articulated vertical transfers, who move in regular sequence from high school to community college to university; (2) reverse transfers, who move from a four-year college to a two-year college; (3) vocational transfers, who move to a senior institution as a career/occupational degree candidate; (4) lateral transfers, who move from one community college to another; (5) international transfers, who transfer from a foreign institution; and (6) nontraditional transfers, including adults who return to college after years of "stopping out," applicants who received earlier training at a proprietary school, and applicants from educational programs in industry or government. Valid articulation/transfer agreements will depend on further research into the development of uniform identification and counting systems that can be used by all institutions in identifying and tracking various types of transfer students. (EJV)

**ED 289 560** JC 880 017
*Wilms, Wellford W., Ed. Moore, Richard W., Ed.*
**Marketing Strategies for Changing Times. New Directions for Community Colleges, Number 60.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-952-1
Pub Date—87
Contract—400-83-0030
Note—114p.
Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($12.95)
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—College Planning, *Community Colleges, Employment Programs, Enrollment Influences, *Job Training, *Marketing, *Performance Contracts, *Proprietary Schools, Public Relations, School Business Relationship, State Programs, *Student Recruitment, Two Year Colleges
This collection of essays discusses ways in which community colleges and proprietary schools have been able to cope with changes in employer and student markets. The collection includes: (1) "Marching to the Market: A New Tune for Training Organizations," by Wellford W. Wilms; (2) "California's Employment Training Panel: Creating Incentives for Change," by Steve Duscha; (3) "Performance Contracting: Successfully Managing the Risk," by Linda M. Thor; (4) "Maintaining Links with Local Employers: The Key to Proprietary School Success," by Dean Johnston; (5) "Increasing Enrollments: A Marketing Perspective," by Michael K. Brannick; (6) "A 1980s Approach to Planning: The Houston Community College Sys-

tem," by Joyce Boatright and Jacquelin Crowley; (7) "Student Recruitment: A Market Research Primer," by Richard W. Moore; (8) "Public Relations and Marketing," by Daniel D. Savage; (9) "Summary and Conclusions," by Wilms and Moore; and (10) "Sources and Information: Reaching Employer and Student Markets," by Anita Y. Colby and Mary P. Hardy. (AYC)

**ED 291 441** JC 880 099
*Mabry, Theo N.*
**Program Review. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Contract—RI-88-062002
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*College Programs, Community Colleges, *Data Analysis, Data Collection, *Evaluation Criteria, *Evaluation Methods, Models, *Program Evaluation, Qualitative Research, State Programs, Statistical Analysis, Two Year Colleges
Identifiers—ERIC Digests
Thoughtful, well-planned and systematic reviews of both instructional and noninstructional programs provide community colleges with a way of determining whether programs are meeting stated objectives and what standards of performance should be maintained. Programs that need improvement or should be eliminated can be identified, and fiscal accountability can be achieved. Program reviews generally have qualitative and quantitative components. The quantitative component utilizes the types of numerical data that are collected and reported to state agencies (e.g., student enrollment, weekly student contact hours, percentage of students completing the program, numbers of degrees granted, and numbers of students transferring to four-year institutions). In gathering qualitative data, students, faculty, advisory committee members and other members of the college community who have knowledge of or experience with a program are asked to share their perceptions and judgments. Quantitative and qualitative components are integrated into an institution's overall plan for program review in various ways, ranging from heavily qualitative to heavily quantitative. Three program review models representing different places on this continuum are Michigan's Program Review in Occupational Education, which is highly qualitative; the statewide program review process used by the Maryland community college system which stands on the quantitative side of the continuum; and Pasadena City College's and Foothill College's highly quantitative review models. (UCM)

**ED 291 451** JC 880 118
*Prager, Carolyn, Ed.*
**Enhancing Articulation and Transfer. New Directions for Community Colleges, Number 61.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-912-2
Pub Date—88
Contract—400-83-0030
Note—107p.
Journal Cit—New Directions for Community Colleges; v16 n1 Spr 1988
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—*Articulation (Education), College Faculty, College Transfer Students, Community Colleges, Curriculum Development, Higher Education, *Intercollegiate Cooperation, Postsecondary Education, Program Descriptions, Statewide Planning, *Transfer Policy, *Transfer Programs, Two Year Colleges
This collection of essays offers a variety of perspectives on academic and procedural aspects of transfer and articulation activities. The volume includes articles on state, regional, and foundation-sponsored efforts to improve transfer processes, as well as essays concerned with programs to create vehicles and channels for interinstitutional faculty contact. The following articles are presented: (1) "Articulation and Dual Admissions," by Kenneth B. Woodbury, Jr.; (2) "Articulation Florida Style," by Robert S. Palinchak; (3) "Transferability in the Liberal Arts and Sciences," by Dympna Bowles; (4) "The Crucial Role of Faculty in Transfer Articulation," by Renee Berger and Aida M. Ortiz Ruiz; (5) "Transfer Relationships between Two-Year and Four-Year Technological Programs," by Gary Thomas; (6) "Accreditation and Articulation of Business Programs," by Mary Robertson-Smith; (7) "Winning Together: Negotiating Transfer Agreements in Allied Health," by Elizabeth C. King; (8) "An Information-Driven Articulation Model," by Richard D. McCrary; (9) "The Other Transfer Degree," by Carolyn Prager; and (10) "Sources and Information: Policy and Practice in Articulation and Transfer," by Anita Y. Colby and Mary P. Hardy. (EJV)

**ED 292 484** JC 880 094
*Lozak, John, Ed.*
**Applying Institutional Research in Decision Making. New Directions for Community Colleges, Number 56.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-981-5
Pub Date—86
Contract—OERI-400-83-0030
Note—120p.
Journal Cit—New Directions for Community Colleges; v14 n4 Win 1986
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—*College Administration, *College Planning, Community Colleges, *Decision Making, Evaluation Utilization, *Institutional Research, Marketing, Program Evaluation, Research Administration, Research Needs, *Research Utilization, School Effectiveness, Two Year Colleges
This collection of essays by current or former directors of institutional research represents the broad spectrum of size, function, and geography within institutional research in the two-year college. The volume contains: (1) "The Role of Institutional Research in Evaluation of Nontraditional Programs: College Preparatory Analysis at Miami-Dade Community College," by Cathy Morris and John Losak; (2) "The Student Information Questionnaire as a Management Tool for Community College Planning," by Judith Moss; (3) "The Impact of Enrollment Research on Marketing Decision Making and Class Offerings," by Gary Rankin; (4) "Strategic Management via Institutional Research," by P. Anthony Zeiss; (5) "Assessment of Institutional Effectiveness," by Kay McCullough Moore; (6) "Institutional Research and Assessment of the External Environment," by Warren Groff; (7) "Campus Leadership: Managing and Marketing through an Effective Institutional Research Program," by J. Terence Kelly and Ann M. Otto; (8) "Meeting the Challenge of Change: An Opportunity for Research in the Community College," by Edith H. Carter; and (9) "Sources and Information: Institutional Research at the Community College," by Diane Zwemer. (UCM)

**ED 292 485** JC 880 095
*Brewer, Florence B.*
**Community College Students in the Fine and Performing Arts. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-1
Pub Date—Jan 88
Contract—RI-88-062002
Note—6p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Age, College Curriculum, Community Colleges, Courses, *Fine Arts, *Majors (Students), Minority Groups, *Occupational Aspiration, *Student Characteristics, Student Educational Objectives, Student Motivation, *Theater Arts, Two Year Colleges, *Two Year College Students
Identifiers—*ERIC Digests
The fine and performing arts have long been a part of the two-year college curriculum, though the organizational structures of the colleges have afforded these courses limited visibility and widely varying roles within the curriculum. In 1987, a study was conducted by the Center for the Study of Community Colleges to determine the goals and characteristics of the students who participate in the fine and performing arts at community colleges. Study findings, based on responses from 1,079 students, included the following: (1) half of the arts students were aged 21 or younger; (2) 38% were employed for more than 20 hours per week; (3) 7.1% of the students were Hispanic, 4.0% were Black, and 3.3% were Asian; (4) 52% of the students were attending the community college "to prepare for transfer," 18% "to gain skills necessary to enter a new occupation," and 22% "to satisfy a personal interest"; (5) in comparison to a national sample of students taking all types of courses, the arts students were younger, more likely to be attending college to prepare for transfer or for their own personal interest, considerably less likely to be Black, and more likely to indicate that their experiences at college had affected them positively; and (6) though only a small percentage of students had been involved professionally with the arts before college, 38% expected that they would be deriving a significant portion of their income from a career in the arts within 5 years. (EJV)

**ED 293 588** JC 880 195
*Cohen, Arthur M.*
**Trends and Issues in Community Colleges, 1988: Minority Student Transfer.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 88
Contract—RI-88-062002
Note—27p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*College Transfer Students, Community Colleges, Dropout Prevention, Dropouts, *Educational Trends, *Enrollment Trends, Higher Education, *Intercollegiate Cooperation, *Minority Groups, Student Educational Objectives, *Transfer Policy, Two Year Colleges, Two Year College Students
When compared with university freshmen, students beginning their collegiate studies at community colleges are less likely to attain a baccalaureate degree. After equating for differences in students' entering abilities, socioeconomic background, employment status, on-campus residence, and pattern of attendance, however, this discrepancy narrows. Because minority students are over-represented in two-year college enrollments, any differential in progress is magnified for them. Reasons for the difference in baccalaureate attainment are difficult to ascertain because of the paucity of consistent information about student aspirations and progress. While there are no reliable national data sets concerning transfer rates and student outcomes, statewide data show that well-articulated community college and public university systems lead to significant proportions of university enrollments provided by community college transfers. Though information on college effects on the transfer rate is scanty, studies suggest that the community college environment could be made more conducive to student progress if college policies were modified to encourage students to attend full time, obtain on-campus employment, and become more involved with the college. State policies and interinstitutional agreements regarding curriculum, academic support services, and financial aid also have an impact on transfer rates, and could be modified to benefit all community college matriculants. A 25-item bibliography is included. (EJV)

**ED 296 765** JC 880 325
**Job Satisfaction among Community College Faculty. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-03
Pub Date—Jun 88
Contract—RI-88-062002
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*College Faculty, Community Colleges, *Faculty College Relationship, *Job Satisfaction, Research Design, Teacher Burnout, Teacher Characteristics, *Teacher Morale, Two Year Colleges
Identifiers—ERIC Digests
Studies of job satisfaction among community college faculty use a variety of theoretical constructs and measure widely different dimensions of satisfaction. Research on the effects of working conditions on faculty attitudes has shown consistently that interaction with students and peers and privacy within the classroom are major sources of satisfaction, while faculty are less satisfied with the time available to them to prepare for class or keep up to date in their field, the lack of recognition for professional growth, and the lack of support for instruction. Other researchers have focused on the intrinsic variables affecting job satisfaction, showing how age, commitment to a community college career, and the emotional responses of faculty relate to work attitudes. Most researchers are concerned with utilizing their findings to effect changes in the institutional environment that will prevent faculty stagnation and burnout and enhance creativity and vitality. Recommendations include encouraging diversity in faculty work tasks and the skills used to accomplish them, hiring faculty for 12 rather than 9 months, restructuring sabbaticals to promote retraining, and adjusting salaries and bonuses to recognize teaching excellence in tangible ways. (MDB)

**ED 296 766** JC 880 326
*Mabry, Thao N.*
**Alternative Scheduling. ERIC Digest.**
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-2
Pub Date—Apr 88
Contract—RI-88-062002
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Colleges, Cost Effectiveness, Program Costs, *Program Length, *Scheduling, *School Schedules, *Weekend Programs
Identifiers—ERIC Digests
Alternative scheduling provides community colleges with a means to adapt to declining enrollments and fiscal exigencies, and to respond the demand for accountability to students. Strategies such as departing from traditional semester- or quarter-length courses and developing weekend programs have been implemented at certain institutions to encourage college attendance among new segments of the local population. Other options, such as lengthening class periods or shortening the school week, have been pursued to reduce costs for students and/or the institution. (MDB)

# PS

**ED 287 592** PS 016 913
*Hoang, Alice Sterling And Others*
**Discipline, Cooperation and Compliance: An Annotated Bibliography.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—88p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 203, $6.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Annotated Bibliographies, *Classroom Techniques, *Compliance (Psychology), *Cooperation, *Discipline, Elementary Education, *Family Life, Guidelines, Preschool Education, *Young Children
Identifiers—Research Results
Cited in this annotated bibliography are (1) research studies about discipline, compliance, and cooperation in homes, schools, and child care settings; and (2) practical materials about effective discipline; classroom management techniques for teachers, day care workers, and school administrators; and home management techniques for parents. Some citations with self-explanatory titles do not include annotations. (RH)

**ED 290 538** PS 017 015
*Clarke-Stewart, K. Alison*
**"The 'Effects' of Infant Day Care Reconsidered" Reconsidered: Risks for Parents, Children and Researchers.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—47p.
Pub Type— Opinion Papers (120) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Attachment Behavior, *Day Care, *Employed Women, *Infant Behavior, Infants, Mothers, *Parent Child Relationship, *Research Problems, Separation Anxiety
Identifiers—Ainsworth Strange Situation Procedure, Belsky (Jay)
In his article "The 'Effects' of Infant Day Care Reconsidered," Jay Belsky (see PS 017 104) concludes that maternal employment puts infants at risk for developing emotional insecurity and social maladjustment. After a review of Belsky's and other research, a different conclusion is offered in this paper. It is agreed that infants whose mothers work full-time during their first year are more likely than infants of mothers who work part-time or not at all to be classified as insecurely attached when such infants are observed with their mothers in Ainsworth's Strange Situation procedure. But the difference is not large, and it does not necessarily reflect emotional maladjustment. There is no clear evidence in the literature that day care places infants at risk. Belsky suggests that observed day care effects may be affected by day care quality; children's age, sex, and temperament; hours of separation from mother; overstimulation by mother; and congruence between mother's attitude and work status. There is no convincing evidence that these factors are involved. The mother's attitude toward the infant, her emotional accessibility and behavioral sensitivity, and her desire for independence (her own and the infant's) may be more important factors. Research is needed to assess and investigate such mediating factors. (PCB)

**ED 290 542** PS 017 074
*Hollifield, John*
**Ability Grouping in Elementary Schools.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Ability Grouping, Classes (Groups of Students), Elementary Education, *Elementary Schools, Literature Reviews, Small Group Instruction
Identifiers—ERIC Digests, Mixed Age Groups, Slavin (Robert E)
This ERIC Digest summarizes Robert E. Slavin's 1986 comprehensive review of research on the different types of ability grouping in elementary schools. Slavin examines evidence on the achievement effects of five comprehensive ability grouping plans in elementary schools: (1) ability grouped classroom assignment; (2) regrouping within grade level for reading and mathematics; (3) the Joplin plan--regrouping across grade levels for reading; (4) the nongraded plan--grouping according to performance rather than age; and (5) within-class ability grouping. The digest summarizes the effects found, and presents Slavin's recommendations for schools and teachers regarding ability grouping. (PCB)

**ED 290 554** PS 017 100
*Katz, Lilian G.*
**What Should Young Children Be Learning? ERIC Digest.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Child Development, *Early Childhood Education, *Elementary School Curriculum, Experiential Learning, Interpersonal Relationship, Learning Activities, Learning Strategies, *Preschool Curriculum, Small Group Instruction, Student Projects, *Teaching Methods, Young Children
Identifiers—Academic Pressure, Dispositional Characteristics, ERIC Digests
This digest discusses curriculum and teaching strategies for early childhood education which best serve children's long-term development. Two dimensions of development, normative and dynamic, are considered with respect to what children should be learning. Four categories of learning are identified, namely, knowledge, skills, feelings, and dispositions. Presented is the view that young children learn most effectively when engaged in interaction with others in the classroom, with materials, and with their surroundings. The risks of early academic instruction are examined, and the importance of using a variety of teaching methods in an informal setting is stressed. Suggested is an intellectually oriented approach in which children interact in small groups as they work together on projects which help them make sense of their own experience. (PCB)

**ED 290 561** PS 017 108
*Belsky, Jay*
**The "Effects" of Infant Day Care Reconsidered.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0023
Grant—NICHHD-RO-1-HD-15496
Note—72p.; For a related document, see PS 017 015.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Attachment Behavior, *Day Care, Early Childhood Education, *Emotional Development, Employed Parents, Infant Behavior, *Infants, Mothers, Parent Child Relationship, *Social Development
Identifiers—Ainsworth Strange Situation Procedure
Evidence concerning the developmental correlates of nonmaternal care in the first year of life are examined with respect to infant-mother attachment and subsequent social development. Even though the evidence is not without its inconsistencies, a circumstantial case, consistent with attachment theory, can be made that extensive infant day care experience is associated with insecure attachment during infancy and with heightened aggressiveness and noncompliance during the preschool and early school-age years. It is concluded that entry into some nonmaternal care arrangement in the first year for more than 20 hours per week may be a risk factor in the emergence of developmental difficulties. The consequences of such risk are best understood in the context of characteristics of the child, the family, and the caregiving milieu. A 90-item reference list concludes the document. (Author/PCB)

**ED 290 562** PS 017 109
*Goffin, Stacie G.*
**Developing a Research Agenda for Early Childhood Education: What Can Be Learned from the Research on Teaching?**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88
Contract—400-86-0023
Note—36p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, Decision Making, *Educational Practices, Educational Research, Elementary Education, Individual Development, *Kindergarten, Learning, Literature Reviews, Outcomes of Education, *Preschool Education, *Research Needs, Teacher Behavior, *Teacher Influence, Teacher Role
Identifiers—Context Effect

The purpose of this paper is to review the research literature on effects produced by elementary school teachers and to identify implications of the findings for the early education of children prior to the first grade. Current issues in the research on teacher effects are discussed under the following headings: (1) teachers do make a difference; (2) learning occurs in multiple contexts; (3) students are active participants; (4) teachers are decision-makers; and (5) uses of the research on teaching. The review indicates that current research on teaching can inform early education and researchers about the complexities of teaching and learning, and the importance of the teacher role. Implications are discussed in terms of purposes of early education, relevant findings from the research on teaching, and relevant considerations for developing a research agenda for early education. Such considerations include the role of learning in development, the impact of different early childhood contexts, the changing nature of the child, and the changing nature of the teacher as decision-maker. It is argued that early education needs to move beyond its psychological and theoretical basis to develop an empirical base specific to early education in order to verify the assumptions early childhood makes about meaningful teacher practices. A 79-item reference list concludes the document. (RH)

**ED 290 575** PS 017 135
*Gray, Ellen B.*
**Latchkey Children. ERIC Digest.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, IL 61801.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adolescents, Behavior Problems, Children, Interpersonal Competence, *Latchkey Children, Peer Influence, *School Age Day Care, Self Esteem, *Skill Development, Student Adjustment
Identifiers—ERIC Digests, *Self Care

Although it has become commonplace in our society for children to take care of themselves for portions of time every day while their parents work, not much is known about the adequacy or effects of these self-care arrangements. Recent studies have reached very different conclusions regarding academic performance, social skills, self-esteem, school adjustment, influence of peers, and behavior problems of latchkey children. A number of educational curricula have been developed to help children who may alone to care for themselves, and at least one program attempts to facilitate decision-making about whether to place a child in self-care. Concern about the number of children staying alone has stimulated action on the part of the federal government, state governments, and local communities. (PCB)

**ED 291 514** PS 017 194
*Nava, Jaimee R.*
**Readiness for Kindergarten. ERIC Digest.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-87-2
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Early Childhood Education, *Kindergarten, *Kindergarten Children, Language Skills, Physical Development, *Preschool Teachers, School Entrance Age, *School Readiness, Social Behavior
Identifiers—ERIC Digests, *Teacher Expectations

A consideration of readiness for kindergarten must take into account the kindergarten program and the teacher's expectations of the child. This digest first examines kindergarten teachers' expectations for children's social, behavioral, sensory-motor, cognitive, and language abilities upon entrance to kindergarten. The issue of kindergarten entrance age is then addressed, and different types of kindergarten programs are discussed. The inappropriateness of academically oriented programs for young children which stress structured, whole group, and paper-and-pencil activities is pointed out. It is emphasized that a child might be ready for one type of instructional program, but not another. (PCB)

**ED 291 515** PS 017 195
*Hunt, James L. Kinder, Michele*
**Early Childhood Classrooms and Computers: Programs with Promise.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Computer Assisted Instruction, *Computer Uses in Education, Elementary Education, *Programming Languages, *Teacher Role, Teaching Methods, *Word Processing, Writing Instruction
Identifiers—*LOGO Programming Language, Thinking Skills

Word processing and the LOGO programming language are two microcomputer applications that are beginning to show benefits as learning tools in elementary school classrooms. Word processing packages are especially useful with beginning writers, whose lack of motor coordination often slows down their acquisition of competence in written communication. Software developed for beginning writers can: (1) provide learners with visual, motor, and even auditory support; (2) encourage learners to write more by minimizing mechanical drudgery; (3) encourage writers to focus on content rather than form; (4) increase the likelihood of revision; (5) provide learners with letter-quality output, which encourages sharing of writing; (6) promote social interaction, by making writing visible to passersby; (7) make writing appealing for special needs children; and (8) encourage positive attitudes toward learning. Researchers believe that while the graphics-oriented programming language LOGO does not teach the planning skills necessary for programming, it can help young learners by: developing problem-solving abilities; facilitating learning of mathematical concepts; and encouraging collaboration, social development, creativity, spatial relation development, and overall cognitive development--especially in special needs children. Teachers who understand both the power and limitations of these programs for children make the most effective use of both LOGO and word processing software. (SLC)

**ED 291 630** PS 017 262
*Egerton, Harriet A.*
**The Shifting Kindergarten Curriculum.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Early Childhood Education, Grade Repetition, *Kindergarten, Kindergarten Children, *Preschool Curriculum, School Readiness, Screening Tests, Skill Development, Student Centered Curriculum, *Teaching Methods, Transitional Programs
Identifiers—*Developmentally Appropriate Programs, ERIC Digests

The curriculum now being taught in many kindergartens is profoundly different from what it was two decades ago. The kindergarten classroom, once conceived of as a play- and group adjustment-oriented setting, may now also be a classroom with an "academic" approach, characterized by direct teaching of discrete skills with specific expectations for achievement. This type of rigid curriculum is less responsive than others to wide ranges in age and ability and many schools have resorted to retention and extra-year programs for children. The "academic" approach to kindergarten is in contrast to a "child-centered" approach in which activities are based on the goal of moving each child as far forward in his or her development as possible. In child-centered kindergartens, linguistic competence is a primary goal and is promoted though appropriate language experiences and through conversations with adults and peers. Activities are child-initiated and children are provided large blocks of time in which to finish projects. Advocates of developmental kindergarten programs should emphasize the effectiveness of an active learning. (PCB)

**ED 294 683** PS 017 193
*Hills, Tynette W.*
**Hothousing Young Children: Implications for Early Childhood Policy and Practice.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childhood Needs, *Early Childhood Education, Parent Influence, Parent Participation, Social Influences, *Stress Variables, *Teachers, *Young Children
Identifiers—*Academic Stress, ERIC Digests, *Hothousing of Preschoolers

Broad changes in social values, as well as the rising of achievement standards by parents and administrators, are pressuring teachers to change curriculum for young children, with the result that children are hurried and hothoused. Early childhood educators are particularly vulnerable to criticism of their work, and this reduces their ability to repel pressures that may be harmful to children. To advocate for appropriate practices for the teaching of young children, teachers can and should: (1) build respect for the unique needs of young children; (2) promote the best interests of all young children; (3) gain support from other child development and early childhood professionals; (4) enlist parents in promoting appropriate programs; and (5) gain a voice in decisions about curriculum and instruction. (PCB)

**ED 299 741** PS 017 394
*Hyson, Marion C.*
**The Shy Child. ERIC Digest.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-87-3
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, Definitions, Emotional Problems, *Individual Characteristics, *Personality
Identifiers—ERIC Digests, *Shyness

This ERIC digest: (1) describes types and manifestations of shyness among children; (2) briefly reviews research on genetic, temperamental, and environmental influences on shyness; (3) distinguishes between normal and problematic shyness; and (4) suggests ways for parents and teachers to help the shy child by accepting the whole child, building the child's self-esteem, developing children's social skills, and allowing shy children to warm up to new situations. (RH)

**ED 296 809** PS 017 562
*Willer, Barbara*
**Quality or Affordability: Trade-Offs for Early Childhood Programs? ERIC Digest.**
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, Comparable Worth, *Day Care, *Day Care Centers, Early Childhood Education, *Educational Quality, Family Role, Program Costs, Teacher Salaries
Identifiers—Day Care Licensing, ERIC Digests
The demand for child care services in the United States continues to grow, stretching the levels of program quality to the limit. In fact, the country is facing a crisis in child care. Affordable child care continues to be a major issue for many families. Solutions to the current crisis in child care must, in addition to insuring affordability, assure (1) the quality of programs; (2) adequate compensation for teachers; and (3) availability to all families. Many families are unable to afford the cost of child care; subsidies to these families would allow them access to quality programs. To fight the problem of high turnover rate among child care workers, substantial increases in wages and benefits are necessary. Licensing of early childhood programs is another important issue, and parents need to work with states to monitor program quality without hindering availability. An integrated approach to dealing with the day care crisis is essential; there can be no trade-offs between quality and affordability. (SKC)

# RC

**ED 286 698** RC 016 428
*Barker, Bruce O.*
**Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—NIE-400-86-0024
Note—6p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Audiovisual Communications, Communications Satellites, Delivery Systems, *Distance Education, Educational Technology, Educational Television, Elementary Secondary Education, Financial Support, *Information Sources, Instructional Systems, Multimedia Instruction, Networks, Nontraditional Education, *Program Costs, *Rural Schools, *Small Schools, State School District Relationship, *Telecommunications, Teleconferencing
Identifiers—Instructional Television Fixed Service, *Interactive Systems
In remote and isolated schools where a certified teacher is not always available, or in small schools where limited student enrollments make hiring teachers for low incident courses cost-prohibitive, instruction via distance may be the "next best thing to being there." Several approaches are available: (1) satellite transmission--the TI-IN Network in Texas, Oklahoma State University's Arts and Sciences Teleconferencing Service, Eastern Washington University's Satellite Telecommunications Educational Programming Network (STEP), and the Scitor Satellite series from the Talcott Mountain Science Center in Avon, Connecticut, are cited as examples; (2) two-way interactive television; (3) Instructional Television Fixed Service (ITFS); (4) audio-graphic teleconferencing; and (5) multi-media equipped buses for in-transit studying. Interested school administrators should consider initial equipment costs, annual subscription or programming fees, and maintenance/warranty contracts, and should contact others who have had success with distance learning, as well as their own state office of education. State-sponsored educational telecommunications networks are in operation or are being developed in Alaska, Kentucky, and Missouri. While this method of instructional delivery is not a rationale for replacing teachers, it is expected to increase in terms of use and acceptance. Twenty-two program addresses--with telephone numbers--are appended. (JMM)

**ED 286 700** RC 016 433
*Lanon, Janis K.*
**Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—4p.; Document contains small, light print.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, Databases, Definitions, Elementary Secondary Education, Health Needs, *Migrant Children, *Migrant Education, *Online Systems, Program Descriptions, *Recordkeeping, *Student Records
Identifiers—ERIC Digests, *Migrant Student Record Transfer System
Founded in 1969, the Migrant Student Record Transfer System (MSRTS) is a nationwide computerized information network which records, maintains, and rapidly transfers educational and health information on more than 750,000 identified migrant children in 29 states, the District of Columbia, and Puerto Rico. Based in Little Rock, Arkansas, the federally funded system operates under a contract between the United States Department of Education and the Arkansas Department of Education. When a child moves, his/her records are forwarded to the enrolling school after MSRTS receives notification, allowing the new school to concentrate on serving, rather than identifying, the child's needs. The MSRTS has been implemented in approximately 30% of public schools (about 25,500 schools). The program's success can be attributed to effective training by MSRTS personnel at regional workshops, local site training, stream conferences, national conferences, or MSRTS quarterly workshops. The training curriculum during these sessions may include the MSRTS Health Record, the MSRTS Education Record, the Data Entry Specialists Operation Manual, and training in computer and program operation. Additional information about the MSRTS may be obtained from local school district migrant program offices, state migrant education programs, or by writing to the Migrant Student Record Transfer System, Arch Ford Education Building, Little Rock, Arkansas 72201. (NEC)

**ED 286 701** RC 016 434
*Little, Mildred*
**Establishing an Outdoor Education Organization. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—4p.; Document contains small, light print.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Committees, *Organizational Development, Organizational Objectives, *Organizations (Groups), *Outdoor Education, *Professional Associations, *Program Development, Resources, Services
Identifiers—ERIC Digests
This digest suggests steps to take to organize an outdoor education organization at a state, regional, or local level. After an individual or group has determined the need for an organization and an area to be served, the first step is to organize a working meeting of no more than 20 key persons. Next, the purpose of the organization and services to be provided by the organization must be determined. Services may include workshops, newsletters, resources, and/or certification programs. A list of immediate and long-term goals should be compiled and prioritized. Officers for the first year of operation need to be determined and selected. Essential committees must be identified and named. Significant committees during the early years of the organization might include membership, constitution and bylaws, finance, newsletter, workshop, resource services, goals, and nominating. Finally, the constitution and bylaws should be written, including names, purpose, logo, membership, dues, meeting schedules, makeup of the executive board, officers, committees, and their lengths of terms and responsibilities. Allied professional organizations that share common purposes with the new outdoor education organization can be contacted. The digest furnishes the names, addresses, and telephone numbers of 10 such organizations and 6 government agencies. (NEC)

**ED 286 702** RC 016 435
*Dyson, Deborah S.*
**Utilizing Available Resources at the Local Level. Fact Sheet.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 83
Contract—NIE-400-83-0023
Note—4p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), *Community Resources, *Community Services, Educational Resources, Elementary Secondary Education, Employment Opportunities, Extracurricular Activities, Health Services, *Migrant Education, *Migrants, Outreach Programs, Preschool Education, *Social Services, *Youth Opportunities
Migrant children should become acquainted with their communities, however briefly they live in them. They should learn what the community represents, the services that a community offers, and how their lives can be improved by making use of those services. Migrant students should have the opportunity for involvement in extracurricular activities so that they might develop special talents and social skills. By adding these components to the basic educational plan, migrant children will gain a better understanding of how education can lead to an improved way of life. Educators who help migrant children adjust to new surroundings will want basic knowledge of children with limited English proficiency as well as information about how migrant children relate to their teachers. As a result of federal and state legislation, many local services are now available to migrants, including a variety of educational programs, health services, and welfare services. Migrant children's understanding of their communities can be dramatically increased by direct contact with community resources and programs by way of field trips and community-focused career education programs. Extracurricular programs for migrant children should consider issues such as transportation and informing parents of available programs. The bibliography cites 10 references. 9 available from ERIC. (JHZ)

**ED 286 703** RC 016 436
*Kidwell, Clara Sue*
**Motivating American Indians into Graduate Studies. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—4p.; Document contains small, light print.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM (free).
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products

(071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Achievement, Academic Aspiration, American Indian Education, *American Indians, Careers, College Choice, *College Preparation, Counselor Role, Educational Attainment, Employment Opportunities, Family Income, Family Influence, Higher Education, *Motivation Techniques, Role Models, Social Support Groups, Student Financial Aid, *Student Motivation, Teacher Role, Tribes
Identifiers—ERIC Digests
There are no quick and easy tips to motivating American Indian students into graduate education. The decision to make a commitment of time and money to graduate training, particularly at the doctoral level, and the ability to succeed in such a program, is affected by a number of factors: (1) parental and peer encouragement; (2) awareness of career options; (3) role models; (4) adequate academic preparation at the high school and undergraduate level; and (5) adequate financial and academic support services at the graduate level. No one factor can be identified as most important. Any attempt to motivate students by addressing one of these factors must be undertaken with the awareness that all are related. Teachers and counselors must overcome the lack of effective family and peer support systems for American Indian students at all levels of education. A basic fact is that American Indian adults often cannot motivate children because of their own low levels of education. Tribes can contribute to the process of motivation by providing scholarship support for college education, including graduate education. Most do so now. They should also see that their own community colleges or colleges in neighboring communities upgrade the educational opportunities of tribal members and make a commitment to encourage young people to become college teachers by promising jobs where possible. They might set up loan funds on the model of forgivable loans. For example, students who come back to the reservation to teach would be forgiven a certain part of the loan for each year of service. Most of all, tribes have to see that the development of human resources, their most important asset, is necessary to long-range development plans. They must realize that tribal members can benefit the tribe by being able to teach their college-level skills to future generations. (JHZ)

**ED 286 704** RC 016 437
*Dyson, Deborah S.*
**Parents' Roles and Responsibilities in Indian Education. Fact Sheet.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 83
Contract—400-83-0023
Note—4p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—American Indian Culture, *American Indian Education, American Indians, Boards of Education, Elementary Secondary Education, Parent Participation, *Parent Role, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation, Preschool Education, *School Role
Identifiers—Parent Advisory Councils
Written for American Indian parents, this fact sheet offers basic suggestions for building good parent-school relationships and helping children succeed in school. The first issue addressed is the education of children before they start to school, and the emphasis is on developing pride, self-confidence, and a desire to learn and do new things. Suggestions for parents include teaching American Indian culture by telling stories of American Indian traditions, by teaching American Indian songs and dances, and by explaining special tribal ceremonies. The parents of school-age children are encouraged to get to know the school staff and the people who are involved in teaching their children. A meeting with the principal is recommended as a way to find out about school rules, the school bus system, meal plans, medical services, culture and language classes, and extracurricular activities. The format and content of parent-teacher conferences are described. Advice for parents includes making a list of questions to ask the teacher as well as telling the teacher something helpful about the child. The roles of Parent Advisory Councils and of school boards are outlined, and the importance of parent involvement in these organizations is stressed. (JHZ)

**ED 286 705** RC 016 438
*Zeron, Narcise*
**Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—4p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Achievement, Elementary Secondary Education, Hispanic American Culture, *Hispanic Americans, Instructional Improvement, Language Proficiency, Language Role, Limited English Speaking, Mexican American Education, *Mexican Americans, *Reading Achievement, Reading Failure, Reading Skills, *Reading Strategies, *Skill Development, Student Needs
Identifiers—ERIC Digests
For Mexican American students, grade-level reading and overall academic achievement decline, as measured by standardized tests, as they progress through the educational system. By grade seven, 65% of Mexican American students fail one or more grade levels below expected achievement. To reverse this trend of academic failure, teachers need to use instructional strategies that are effective with Hispanic students. Junior high teachers will want to provide clear and concise sequential steps in assignments, devise a variety of activities using English language and reading skills, strive for effective English instruction, alert students to reading skills they possess, recognize students' varying language and reading skill levels, and provide individual instruction as needed. High school teachers should become more proficient in teaching reading skills, provide students with appropriate labels for reading skills, and encourage students to apply collateral cognitive processes to all reading assignments. Fifteen references dealing with reading instruction and minority students are appended. (JHZ)

**ED 287 641** RC 016 429
*Ware, Thom A.*
**Teaching K-6 Science in Small Schools on a Financial Shoestring. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—7p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Elementary Education, *Elementary School Science, Elementary School Teachers, Instructional Materials, Learning Modules, Material Development, Parent Participation, Parent School Relationship, Program Development, Program Improvement, Science Activities, *Science Course Improvement Projects, Science Education, Science Materials, Science Programs, *Small Schools, *Student Developed Materials, *Teacher Effectiveness
Identifiers—ERIC Digests, *Free Materials, *Inexpensive Materials
There are ways in which elementary teachers in general and rural elementary teachers in particular can overcome inadequate science preparation and can upgrade the science program resources of their small schools. Parents and children should be involved in obtaining free and inexpensive science-related materials throughout the year. These can be obtained from city institutions (museums and libraries), federal, state and county offices, and national and state parks, as well as colleges and universities and public interest groups. Several children's magazines are suggested. Materials should be arranged in a logical manner in order to be useful and effective. Six major categories (with possible divisions) are suggested: Chemistry, Biology, Earth Science, Astronomy, Physics and Research Processes. Teaching modules containing materials, cross-references, equipment necessary, local places to visit, related references, lesson plans and activities, and tests should be compiled. The modules should be used from the receipt of the first materials and developed in an ongoing fashion. Other ways to improve K-6 programs are: videotaping television science programs, requesting science methods courses for small-school teachers, contacting interactive computer science teaching networks, and using the ERIC system. (JMM)

**ED 287 646** RC 016 446
*Muse, Ivor And Others*
**The One-Teacher School in the 1980s.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; National Rural Education Association, Fort Collins, CO.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0024
Note—87p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($6.50).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Academic Achievement, Comparative Analysis, Demography, Educational Facilities, *Educational History, Elementary Education, *One Teacher Schools, Quality of Life, *Rural Education, Rural Schools, School Community Relationship, *School Demography, *School Effectiveness, School Location, Small Schools, Social Values, *Teacher Characteristics, Teacher Qualifications, Teacher Responsibility
Written for educators, legislators, and the general public, this monograph is a resource for better understanding the strengths and weaknesses of the one-teacher school. The material is designed to inspire more confidence in the quality of education possible in rural America and to reinforce recognition that most schools--regardless of size--can be educationally effective. The first chapter considers the one-teacher school within the framework of American education during the present century. This brief overview includes information about the effects of consolidation on rural education, the difficulties of attempting to compare rural and urban schools, and some of the techniques used by small schools to overcome the problems of isolation and small enrollment. Chapter 2 describes and presents information about one-teacher schools today based on studies conducted over the past 3 years. Chapter 3 compares today's one-teacher schools with those of 1960 and charts their progress. Chapter 4 affords an opportunity to "visit" one-teacher schools through descriptions of selected schools. Chapter 5 details the evolution of primitive, log cabin schoolhouses to current, well-constructed buildings. The final chapter offers reflections on material in earlier chapters and makes recommendations about the future of one-teacher schools. (JHZ)

**ED 287 650** RC 016 660
*Worden, Judy E.*
**Establishing Partnerships between the Business Community and Rural Schools.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Business Responsibility, *Community Benefits, Community Resources, Cooperative Programs, Elementary Secondary Education, Financial Support, *Private Financial Support, Rural Development, *Rural Education, *Rural

Schools, *School Business Relationship, School Funds, *School Support
Identifiers—ERIC Digests, *Partnerships in Education

An effective way to help develop a strong rural educational program is to establish a business partnership between the rural school and the business community. Once a relationship is set up, the advantages for both the schools and business community could prove beneficial to the entire rural community. By cooperating with the rural schools in developing strong career and educational programs, the rural business community may not have to depend upon outside skilled help. Large businesses which form partnerships with rural schools are assuring their own future with the knowledge that the future work force may be the finished product of their involvement in quality education. Partnerships may be formed because of the mutual desire to improve the quality of education, the need to uplift the morale of the educational system and the rural community regarding education, or the school's need for financial funding. A partnership can be initiated by either a school or a business, but successful business-school partnerships require total commitment from both parties. (JHZ)

**ED 287 654** RC 016 467

*Begley, Susan Anne*

**Educational Testing for Migrant Students. Fact Sheet.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Note—5p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Criterion Referenced Tests, Educational Research, *Educational Testing, Elementary Secondary Education, *Migrant Education, Migrant Problems, Norm Referenced Tests, Student Mobility, *Student Placement, Test Bias, *Testing, *Test Selection, Test Validity
Identifiers—*Zip Test

The migrant lifestyle, in which a student moves to a new school nearly three times per year, destroys the continuity of educational programs and contributes to abnormally high dropout rates. Educational testing can help improve educational continuity for migrant students by yielding valuable information about their levels of skills mastery so they can be placed at appropriate instructional levels. Three types of educational tests are in use: norm-referenced tests, criterion-referenced tests, and locator tests. Although often misused to measure short term academic gains, locator tests can quickly place migrant children within three months of their work level. One locator test, the Zip Test, is designed specifically for migrant students. It uses familiar expressions to allow individual assessment of English language facility and rapid and reasonably accurate placement of children aged 5 to 12 in math and reading. Test bias and research problems make many tests inappropriate for minority migrant children. Conducting the longitudinal research necessary to establish a test's validity and reliability for migrant students is extremely difficult because of the students' high mobility. (NEC)

**ED 287 655** RC 016 468

*Euler, James S.*

**Developing an Outdoor Education Program for Public Schools. Fact Sheet.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 81
Note—4p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Course Content, Curriculum, Curriculum Design, Elementary Secondary Education, *Environmental Education, Guidelines, Outdoor Activities, *Outdoor Education, *Program Development, *Public Schools, Scheduling, Site Selection, Teacher Education

Education in, for, and about the outdoors is an effective way to develop students' knowledge and appreciation of their environment, to stimulate their curiosity, and to motivate them to learn. Steps involved in establishing an outdoor education program for public schools include: (1) gaining support of school teachers and administrators, parents, and community members; (2) drafting a definite plan with specific recommendations on site locations, topics of study, schedules for the school year, and estimated costs; and (3) securing funding. Although science subjects (biology and geology) are especially suited to outdoor education, traditional classroom subjects such as math, music, and language arts can be taught. Sites can include gardens, farms, cemeteries, city parks and recreation areas, ponds, streams, forests, zoos, nature centers, fish hatcheries, and garbage dumps. Locations should have several types of topography or other unusual features, provide privacy, and have no hazards to students' safety. Administrative barriers to consider are class scheduling, transportation, and legal liability. Training in natural science, philosophy, and outdoor conservation can be provided for teachers through universities and existing outdoor education programs in 21 states. Eight sources of in-depth information on establishing an outdoor education program are listed. (NEC)

**ED 287 656** RC 016 471

*Tucker, Summer M.*

**Mexican American Special Education. Fact Sheet.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Note—4p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Ability Identification, Bilingual Education, Cultural Influences, Culture Fair Tests, *Educational Discrimination, Elementary Secondary Education, English (Second Language), Gifted, *Handicap Identification, Mental Retardation, *Mexican American Education, Mexican Americans, Preschool Education, Spanish Speaking, *Special Education, Student Placement, *Test Bias

Exceptional Mexican American students face difficulties not experienced by their Anglo counterparts because the educational system is not set up to deal with members of ethnic and cultural minorities. Spanish-speaking students face the problem of gaining competence in their first language while learning English as a second language. Standard psychometric tests discriminate against cultural minorities. In particular, Mexican American students are apt to be misplaced in classes for the mentally handicapped or not identified if they are gifted. There is a shortage of certified bilingual teachers and of appropriate bilingual instructional materials. The Bilingual Education Act of 1968 encouraged bilingual-bicultural education and paved the way for programs that have improved education for Mexican Americans. Research is being done to develop culturally valid tests for identifying gifted as well as handicapped minority students. Pluralistic evaluation, which combines psychometric assessment and adaptive behavior tests, is resolving the problem of misplacement of Mexican American students in special education classes for the mentally handicapped. (JHZ)

**ED 287 657** RC 016 472

*Connolly, Laura H. Tucker, Summer M.*

**Motivating the Mexican American Student. Fact Sheet.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 82
Note—4p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Aspiration, Bilingual Education, Cognitive Style, Cultural Awareness, *Cultural Influences, Elementary Secondary Education, Higher Education, *Language Role, Mexican American Education, *Mexican Americans, *Motivation Techniques, Role Models, Self Concept, *Student Motivation, Teacher Attitudes, *Teacher Role

To understand how to best motivate the Mexican American student, one must look not only to the factors considered relevant to achievement in mainstream Anglo American society, but also to specific problems faced by this minority group. Language barriers, cultural differences, economic background, and family attitudes combine to affect the educational and occupational aspirations of Mexican American students. Increased cross-cultural awareness by teachers is probably the key to motivating the Mexican American student. To begin with, since language is the most important manifestation of one's self, to deny the Mexican Americans' mother tongue is to deny their identity and thus eliminate motivation. Therefore, teachers of Mexican American students should be proficient in Spanish, to enable communication in the students' mother tongue, which would provide shared experiences between teacher and students and establish a link between the students' highly valued family and home and their school. Teachers can help enhance self-esteem through a positive attitude toward Mexican Americans, reinforcing student strengths, and setting high standards for achievement. Motivational and occupational role models should be provided. Finally, teachers must be aware of the educational implications of the learning style of Mexican American students. (JHZ)

**ED 287 658** RC 016 473

*Kosnick, Sally*

**American Indian Enrichment Activities. Mini-Review.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*American Indian Culture, *American Indian Education, American Indian Literature, American Indians, Art Activities, *Creative Activities, *Cultural Activities, Cultural Education, Elementary Education, Enrichment Activities, Instructional Materials, Learning Activities, Minority Groups, *Multicultural Education, Music Activities, *Resource Materials

Focusing on American Indians, this annotated bibliography covers a variety of resources for enriching multicultural education in the elementary classroom and includes limited information about Mexican Americans, Blacks, and other cultural groups. Each of the 26 entries provides a descriptive annotation and indicates where the material can be obtained. In addition to three films, the bibliography lists curriculum guides, periodicals, coloring books, and references containing legends, games, songs, and illustrations. Regional American Indian cultures are represented and specific tribes are mentioned including Lakota, Haida, Blackfeet, and Navajo. Examples of activities appearing in the annotations are constructing a longhouse, writing a legend, role playing, dancing, building a model totem pole, translating and writing pictograph stories, creating geometrical beadwork designs, and learning traditional games. (JHZ)

**ED 288 667** RC 016 458

*Di Benedetto, Romeo*

**Hispanic Culture and Literature: An Overview. Mexican American Education Fact Sheet.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Note—4p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Anglo Americans, Cultural Traits, Ethnicity, Family Relationship, *Hispanic American Culture, *Hispanic American Literature, Mexican American Literature, *Mexican Americans, Political Attitudes, Quality of Life, Social Characteristics, *Social Differences, Social Discrimination, Sociocultural Patterns, *Values, Work Attitudes

Insights into the social and cultural experiences of Hispanic people can be gleaned from both the social

sciences and literature, and it is probably accurate to state that values are the most important shared dimension of a culture. There are not many value differentiations that seperate the Hispanic from the Anglo. In examining the first national study of Mexican Americans (Grebler, 1970), it is noted that Mexican Americans are both the oldest and the newest minority in the United States. Their life styles (now predominantly urban), family and marital trends, goals for their children, and work values are more and more similar to those of the dominant Anglo society, and they are increasing their interaction with Anglos. There is a greater diversity in political tactics, an increasing differentiation in in-group and out-group perceptions, and a belief that discrimination is lessening. Cultural tenacity is not as widespread nor as powerful as literature and leadership would lead others to believe. Literature sources on Hispanic culture which may be useful to educators are discussed, followed by a 22-item list giving the bibliographic information. (JMM)

**ED 289 658** RC 016 525

*Edington, Everett D. Kottler, Lyle*

**Rural Student Achievement: Elements for Consideration. ERIC Digest.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—400-86-0024

Note—10p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Academic Achievement, Access to Education, Comparative Analysis, Educational Research, Elementary Secondary Education, Higher Education, High School Graduates, Models, *Outcomes of Education, Parent Influence, *Rural Education, *Rural Urban Differences, School Community Relationship, *Small Schools, *Student Characteristics

Identifiers—ERIC Digests

Current educational research efforts are examining rural/urban differences in achievement, appropriateness of rural/urban achievement measures, effects of parents and community on the attainment of rural students, and how well rural students succeed in higher education. To accurately assess the small, rural school's impact on students, rural-urban comparisons must be made on students who are matched by origin, background, and access to information. Recent comparative results find little difference in the academic achievement of rural and urban students or in their desire to attend college. A rural deficit model could be replaced by a rural strength model, for that is suggested by the fact that rural students do wish to attend college and make adequate grades there, notwithstanding the fact that rural high school students have less total access to educational information. It could be argued that rural high school students are therefore, in terms of their overall progress, achieving more, not less. Twelve studies cited and discussed in this digest are listed at the end of the paper. (NEC)

**ED 293 679** RC 016 591

*Rodriguez, Richard F.*

**Bilingual Special Education Is Appropriate for Mexican-American Children with Mildly Handicapping Conditions. ERIC Digest.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-88-04

Pub Date—Jan 88

Contract—400-86-0024

Note—15p.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Bilingual Education, Educational Diagnosis, Educational Needs, Elementary Secondary Education, *Instructional Development, Limited English Speaking, Mexican American Education, *Mexican Americans, *Mild Disabilities, Minority Group Teachers, *Parent Role, Parent School Relationship, Preservice Teacher Education, *Special Education, Teacher Education Curriculum, Teacher Qualifications

Identifiers—ERIC Digests

Mexican American children have made poor progress in special education programs as currently structured. Existing data appear to indicate that minority children, particularly Mexican American, continue to be placed in special education out of proportion to their numbers in the general population. Although the Education for All Handicapped Children Act (PL 94-142) requires that each child referred to special education receive a comprehensive assessment using valid tests administered in the child's dominant language, current assessment practices lead to misidentifying and misplacing Mexican American students. Lack of trained personnel makes it impossible to provide appropriate services to bilingual special education children as mandated by PL 94-142. The development of instructional programs is hampered by lack of knowledge about the learning styles and cognitive development of minority group, bilingual children. Comprehensive, evaluated programs taking these factors into account have not been developed or proven effective for minority group handicapped children. A school district's philosophy of bilingual education and the type of language instruction provided will have a major impact on bilingual special education students. Parental involvement in a child's total educational program has recently become a principle intervention strategy and should be used with minority group parents. (JHZ)

**ED 293 680** RC 016 592

*Wolverton, Lorrie*

**Teaching the Abused Migrant Child: What's a Teacher To Do? ERIC Digest.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-88-12

Pub Date—Mar 88

Contract—400-86-0024

Note—8p.; For a related document, see RC 016 593.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Child Abuse, Child Advocacy, Child Welfare, Counseling Techniques, Elementary Secondary Education, *Helping Relationship, *Migrant Children, Migrant Education, Migrant Problems, Migrant Youth, *Self Disclosure (Individuals), Sexual Abuse, *Teacher Responsibility, *Teacher Role, Teacher Student Relationship

Identifiers—ERIC Digests

Research conducted by Eastern Stream Child Abuse Prevention and Education (ESCAPE) from 1982-1985 clearly identified migrant children as a population at high risk of being maltreated. It is therefore imperative that migrant teachers understand the dynamics of maltreatment and what they, as individuals, can do to prevent it. Child abuse is frequently the end result of the numerous stresses experienced by migrant families: uncertain employment, geographic and social isolation, poor living conditions, poverty, and frequent moves that prevent families from establishing community ties and support systems. In coping with child abuse the teacher must play the roles of observer, listener, home visitor, reporter, and child advocate. If a child discloses that he or she has been or is presently being maltreated, the teacher should understand how to cope with the information in a manner that will bring about a significant positive change in the child's life. Guidelines include being calm, finding a private place to talk, believing the child, stressing that it is not the child's fault, respecting the child's privacy, being supportive, being truthful, making a report immediately, and being willing to serve as the child's advocate. A list of eight resources for teachers is included. (JHZ)

**ED 293 681** RC 016 593

*Wolverton, Lorrie*

**Classroom Strategies for Teaching Migrant Children about Child Abuse. ERIC Digest.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-88-11

Pub Date—Mar 88

Contract—400-86-0024

Note—13p.; For a related document, see RC 016 592.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Bibliotherapy, *Child Abuse, Child Advocacy, Child Welfare, *Classroom Techniques, Elementary Secondary Education, Group Discussion, *Learning Activities, Migrant Children, *Migrant Education, Migrant Problems, Migrant Youth, Reading Material Selection, Self Concept, Self Esteem, Sexual Abuse, *Teacher Role, Teaching Methods

Identifiers—ERIC Digests

Child abuse education in the migrant classroom can accomplish five major goals: (1) provide support to the child who has suffered some form of maltreatment; (2) teach children abuse prevention strategies; (3) teach all children to accept those who have special problems; (4) improve children's self-concepts; and (5) encourage the abused child to confide in an adult regarding the maltreatment. Bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Bibliotherapy --the process of offering guidance through reading--can be used by teachers who have an interest and concern for children supported by a willingness to become familiar with children's literature. To be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. The teacher must decide how books will be used, what guidance will be given during reading, and what follow-up activities will be used. Child abuse education should also address the problem of low self-esteem, one of the primary characteristics shared by the abusive parent and the abused child. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children. (JHZ)

**ED 294 703** RC 016 583

**Special Education for Migrant Students.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-86-0024

Note—41p.

Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, *Disabilities, Educational Cooperation, Educational Legislation, *Educational Needs, Elementary Secondary Education, Environmental Standards, Gifted Disadvantaged, Handicap Identification, Health Needs, Interstate Programs, *Migrant Education, Migrant Problems, Quality of Life, *Special Education, *Student Needs, Student Records

Identifiers—*Education for All Handicapped Children Act, Migrant Student Record Transfer System

Migrant students--especially those requiring special education--are at a disadvantage in our nation's tradition-based schools. Highly mobile migrant students change schools frequently enough to be out of step with normal school calendars, causing both handicapped and gifted students to be underidentified as candidates for special programs. Migrant students who are more "settled out" and remain for some time in the same school carry with them academic lesson sustained during times of high mobility. These students find themselves being overrepresented in some categories of special education. Even when migrant students are placed properly, the time-consuming task of developing an individualized education plan often is interrupted by a move to a new school. Information exchange and mechanisms for ensuring academic continuity for the special education student are just now beginning to emerge. More interstate and intrastate coordination is prerequisite to equitable educational treatment of migrant students. Additional efforts to recruit eligible students are called for, along with improved involvement of the parents of migrant students. If the parents of migrant children are ill-equipped to influence the educational process, and that is often the case, others must act upon the mandate to build an educational system that enfranchises all our citizenry. (JHZ)

**ED 294 704** RC 016 584
*Montero, Gloria*
**Models of Effective Migrant Education Programs.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0024
Note—123p.; Best copy available.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—Access to Education, Bilingual Education Programs, Correspondence Study, *Demonstration Programs, Elementary Secondary Education, Individualized Education Programs, Interstate Programs, *Migrant Education, *Migrant Programs, Mobile Educational Services, Models, National Programs, *Program Descriptions, Program Effectiveness, *Special Programs, State Programs
Identifiers—*Early Intervention Programs, Joint Dissemination Review Panel
Intended to encourage both migrant and non-migrant educators to explore the possibilities of adopting and/or adapting the cited programs or appropriate components into their own units, this volume updates the 1974 description of some of the many programs that have proven effective in serving migrant students. Chapter 1 summarizes seven programs approved by the Joint Dissemination Review Panel: California Migrant Teacher Assistant Corps, Project CHILD (Comprehensive Help for Individual Learning Differences), Early Prevention of School Failure Management Program, Individualized Bilingual Instruction, Migrant Student Record Transfer System, and Project NOMAD (Needs and Objectives for Migrant Advancement and Development). Chapter 2 outlines five projects selected by the Chapter 1 National Identification Program: Idaho Falls Migrant Program, Individualized Bilingual Instruction Intensive Training Project, Port Townsend Migrant Education Program, Positive Beginnings Program, and Prosser Portable Assisted Study Sequence Program (PASS). Chapter 3 presents exemplary national programs, interstate programs, statewide programs, local programs, and special services (mobile units, migrant centers, staff development programs, and the Oregon Masters Degree Program). Chapter 4 offers suggestions for citizens to become aware of and active in the struggle to improve the education of migrant students. (NEC)

**ED 294 705** RC 016 585
*Staley, Rebecca R. Staley, Frederick A.*
**Using the Outdoors To Teach Language Arts.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0024
Note—96p.; For related documents, see ED 264 059, ED 264 063, and ED 269 192.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—American Indians, Animals, Astronomy, Childrens Art, *Childrens Literature, Elementary Secondary Education, Environmental Education, Field Trips, Illustrations, Intermediate Grades, *Language Arts, Learning Activities, Lesson Plans, Outdoor Activities, *Outdoor Education, Picture Books, Plant Identification, Reading Material Selection, Science Activities, Social Studies, *Student Publications, Teaching Methods
A framework for using the outdoors as a vehicle for providing meaningful language arts experiences is presented in this guide geared toward intermediate students but adaptable for other ages. The introduction outlines goals of language arts instruction and notes that activities conducted outdoors contribute to these goals because they are motivating, concrete, consistent with whole language methodology, and relevant to children's lives. Chapter 2 contains practical tips for managing children in the outdoors, planning outdoor activities, and evaluating children's outdoor experiences. Chapter 3 explains a cyclical instructional model consisting of motivation, exploration, expression, labeling application, and a second opportunity for expression. Chapter 4 suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications. Chapter 5 describes language arts activities that can be used to facilitate outdoor education experiences. Activities are listed under the topics of air, humans in the environment, plants, animals, and rocks and minerals. Appendices contain an evaluation by students of a trip to the Grand Canyon and four books written and illustrated by students ("Deserts Are Alive," "Plants and their Adaptations," "Wonders of the Desert," and "How You Can Survive"). (JHZ)

**ED 294 706** RC 016 586
*Knapp, Clifford E.*
**Creating Humane Climates Outdoors: A People Skills Primer.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0024
Note—104p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—Adult Education, Annotated Bibliographies, Community, Environmental Education, Group Dynamics, Group Experience, Group Unity, Humanistic Education, *Human Relations, *Interpersonal Communication, *Leadership, *Learning Activities, Outdoor Activities, *Outdoor Education, Secondary Education, *Self Concept
Designed to provide practical assistance in implementing outdoor learning experiences for youth and adults, this book helps professionals plan their leadership development programs and create more humane climates in a variety of outdoor settings. The book treats the three topics of self-knowledge, human communities, and outdoor-environmental awareness and values. Chapter 1 deals with building intentional communities, focusing on the necessary conditions for a sense of community and the interpersonal skills needed for getting along better with others in groups. Definitions and checklists for program evaluation are included. Chapter 2 examines intrapersonal and interpersonal skills and explains how these skills can be learned in the outdoors. Chapter 3 presents numerous outdoor learning activities. Exercises for building intrapersonal skills deal with becoming aware of feelings, affirming personal worth, demonstrating humor and imagination, recognizing personal power and growth potential, taking risks, making decisions, setting goals, deferring judgment, and identifying personal wants and needs. Exercises for interpersonal skill enhancement deal with communicating thoughts and feelings, empathizing, interpreting nonverbal language, questioning, validating others, getting to know and trust others, dealing effectively with group conflict, cooperating, and listening and responding to others. Appendices include an annotated bibliography of 33 entries. (JHZ)

**ED 295 773** RC 016 623
*Thornbrugh, Cheryl Fox, Sandra J.*
**Bridging the Challenging Years: Tips for Working with American Indian Teenagers.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0024
Note—91p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—*Adjustment (to Environment), *Adolescents, *American Indian Education, American Indians, Behavior Modification, Counseling Services, *Counseling Techniques, Counselor Training, Crisis Intervention, Group Counseling, Holistic Approach, Learning Activities, Parent Student Relationship, *Prevention, Program Design, Secondary Education, Self Esteem, *Student Problems, Teacher Student Relationship
Identifiers—Substance Abuse
American Indian teenagers have high rates of suicide, school dropout, alcoholism, and drug usage. Even students who are doing well need to explore new experiences and to develop new skills that challenge them to reach for higher goals and help them cope with today's pressures. This guide is intended to assist counselors and teachers design preventive group counseling programs by presenting basic tenets of counseling and specific student activities. Chapter 1 describes a holistic counseling approach that focuses on all emotional, social, mental, and physical factors which contribute to growth and development of the whole person. Chapter 2 discusses developing confidence in students and suggests activities relating to feelings/values/attitudes, families and friends, and decision making. Chapter 3 contains material intended to train teachers/counselors and parents/guardians in the systematic use of behavior modification to bring about improved behavior patterns and self-discipline in Indian children. Chapter 4 addresses the problem of substance abuse, while Chapter 5 presents a primary prevention approach to substance abuse which assists students in developing healthy personality traits, personal/career goals, coping skills, and alternative leisure time activities. Chapter 6 identifies crisis situations and crisis intervention techniques. (NEC)

**ED 296 810** RC 016 580
*Florey, Janice Tafoya, Nancy*
**Identifying Gifted and Talented American Indian Students: An Overview. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-14
Pub Date—Mar 88
Contract—400-86-0024
Note—16p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Ability, Academically Gifted, Access to Education, American Indian Education, *American Indians, Comparative Analysis, Cultural Differences, *Culture Fair Tests, Elementary Secondary Education, Eligibility, *Gifted, Standardized Tests, *Talent Identification, *Teacher Role, Teacher Student Relationship, *Test Bias, Whites
Identifiers—ERIC Digests
A 1982 study revealed that American Indians comprise .8% of public school students, but only .3% of those participating in gifted programs, whereas respective White figures are 73.3% and 82%. Factors contributing to the inappropriateness of standardized assessment tools for identification of gifted American Indian students are neglect of subcultural values, abilities, and knowledge in assessment instruments and procedures; use of exclusive training in application of middle class measurement instruments; belief that object measurement is the only way to conduct assessment; inadequate attention to problems of motivation and negative reactions to the examiner; failure to include sufficient numbers of minority students in standardization calculations; and lack of knowledge about culturally valued talents of American Indian students. Educators must consider whether the child exhibits outstanding powers in one or more abilities valued by the child's culture, measures at a bright average level in national norms in both ability and achievement, demonstrates creativity, and shows leadership potential. Educators must also assess verbal and nonverbal responses, provide adequate time for students to answer, develop questioning procedures to elicit multiple responses on items giving credit for such responses, assess a wide range of abilities, and use a matrix rather than one factor for making decisions. (NEC)

**ED 296 811** RC 016 581
*Kielsmeier, James C.*
**Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-13
Pub Date—Mar 88

Contract—400-86-0024
Note—19p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adventure Education, Experiential Learning, Leadership Styles, *Leadership Training, Learning Activities, *Outdoor Education, Program Descriptions, *Program Design, Student Leadership, *Youth Leaders
Identifiers—Action Reflection Relationship, Empowerment, ERIC Digests, *National Youth Leadership Council
This digest offers camp leaders, outdoor experiential educators, school and college faculty, or youth agency staff who are interested in nurturing youth leaders a framework for designing youth leadership programs which employ an outdoor setting as a "leadership classroom." Basic categories for leadership theory are defined: trait theory, situational leadership, organizational leadership, power, and ethical assessment. Key elements in shaping an outdoor setting into a supportive community are discussed: staff, setting, and scheduling. Essential elements forming the core framework for curriculum development are identified: revisioning, empowerment, action, and reflection. Learning modules proven successful in National Youth Leadership Council leadership training programs are described: moral and ethical simulations, adventure challenge, community building, service learning, performing arts, and action planning. Names, addresses, and telephone numbers of 12 programs employing all or a portion of the elements of youth leadership development mentioned in the digest are listed. (NEC)

**ED 296 812** RC 016 582
*Cajete, Gregory A.*
**Motivating American Indian Students in Science and Math. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-02
Pub Date—Jan 88
Contract—400-86-0024
Note—15p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*American Indian Education, American Indians, Cultural Differences, Elementary Secondary Education, Family School Relationship, Learning Activities, Learning Motivation, *Learning Strategies, *Mathematics Instruction, *Relevance (Education), *Science Instruction, Student Characteristics, *Student Motivation, Student Needs, Teacher Role, Teaching Methods
Identifiers—ERIC Digests
The digest summarizes major characteristics of American Indian student needs in the disciplines of science and math and offers constructive ways in which students may be motivated for greater achievement. Motivational, attitudinal, and behavioral factors contributing to avoidance of science and math by American Indian students are identified: conflicts between home and school regarding the purpose/importance of school; movement away from lessons in context and interdisciplinary approaches toward more structured and linear approaches in junior high; and a social organization of lesson presentation which is less group oriented and more authoritarian. Characteristics of American Indian students' learning styles which may affect science and math motivation are outlined: seeing and listening, practicality, caution, and field sensitive orientation. Suggestions for teaching science and math as creative processes and cultural systems of knowledge include: deriving creative context from students' immediate environment; integrating contemporary American Indian issues and concerns with related scientific information; utilizing American Indian culturally based content; establishing learning situations which are experientially based; incorporating creative writing as part of the presentation of science and math content; presenting art as an ideal vehicle for creativity in science and math; and exploring effects of technology on human lifestyles. (NEC)

**ED 296 813** RC 016 589
*Brescia, William Fortune, Jim C.*
**Standardized Testing of American Indian Students. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-15
Pub Date—Mar 88
Contract—400-86-0024
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Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Achievement, Achievement Tests, *American Indian Education, American Indians, Aptitude Tests, Cultural Differences, *Culture Fair Tests, Elementary Secondary Education, *Standardized Tests, Student Characteristics, Test Bias, Testing, *Testing Problems, Test Interpretation, *Test Validity
Identifiers—ERIC Digests
The testing of many American Indian children using standardized exams (achievement, aptitude, ability, and intelligence tests) developed for the majority American society represents a case of cross-cultural testing which is likely to produce invalid results in the form of underestimation of student performance. Requirements for obtaining accurate and appropriate scores include matched level of test to the students, clarity and comprehensiveness in the administration of instructions, and logistics. Requirements associated with test interpretation include norms, reliability, and validity. Underestimation may occur in the standardized testing of American Indian students by students not exhibiting behaviors required in successful test-taking, students not reading the questions accurately, students not having the assumed experience or cognitive structure to respond to certain items, and students lacking the opportunity to practice key behaviors required by the test. Many American Indian students fail to exhibit successful test-taking behaviors due to a multiplicity of underlying causes: cultural beliefs, language, and the setting in which many children are reared. Test users can contribute to better test-taker performance by ensuring that students have had exposure to experiences assumed in the test design, opportunities to develop requisite skills, circumstances necessary to value successful test performance, and an understanding of instructions and time requirements. (NEC)

**ED 296 814** RC 016 590
*Rasmussen, Linda*
**Migrant Students at the Secondary Level: Issues and Opportunities for Change. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-10
Pub Date—Mar 88
Contract—400-86-0024
Note—12p.; For a related document, see ED 270 242. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Persistence, Access to Education, Change Strategies, *Dropout Prevention, Dropouts, *Educational Change, Educational Needs, Educational Strategies, Family School Relationship, *Migrant Adult Education, Migrant Problems, Migrant Programs, Migrant Youth, *School Holding Power, Secondary Education, *Secondary School Students, Student Attrition, Student Mobility, *Student Needs, Student Problems, Student School Relationship, Teacher Student Relationship, Withdrawal (Education)
Identifiers—ERIC Digests
Children of migrant farmworkers are among the segments of the population most difficult to educate. Data from 1974 indicates the average migrant student had a 40% chance of reaching ninth grade, an 11% chance of reaching 12th grade, and a less than 10% chance of graduating from high school. Factors correlated with students quitting school are failure in classes, dislike of school, having few credits, little involvement in extracurricular activities, poor grades, extensive migration, limited English fluency, and lack of self-assurance and family support. Needs of migrant secondary school students are affective (supportive, positive atmosphere); cognitive (remedial assistance, study skills development, time management, academic and vocational guidance); and technical (appropriate age/grade placement, credit acceptance, knowledge of graduation requirements). Direct services that secondary schools can offer to assist migrant students include academic assistance (counseling, credit accrual, tutoring, extended day/week/year programs, and special summer programs); career awareness (work experience programs and vocational education); alternative support programs (cooperative projects with community organizations and businesses and high school equivalency programs); and post-secondary programs (College Assistance Migrant Program, College Bound, and Mini-Corps). Suggested regional, state, and national efforts include staff development, model programs, advocacy, information dissemination, and expanded use of existing programs/organizations. (NEC)

**ED 296 815** RC 016 594
*Rack, Carleen*
**Small Catholic Elementary Schools: An Endangered Species? ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Catholic Educational Association, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-06
Pub Date—Nov 87
Contract—400-86-0024
Note—18p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Achievement, *Catholic Schools, Class Size, Community Involvement, *Educational Quality, Elementary Education, *Elementary Schools, Interdisciplinary Approach, Leadership, Learning Motivation, Parochial Schools, Resource Materials, School Organization, *School Size, *Small Schools, Student Participation, Teacher Effectiveness, Teacher Student Ratio, Teamwork
Identifiers—ERIC Digests
Although the existence of small Catholic elementary schools (enrollment: 300 or less) is precarious, these institutions enable students to succeed academically beyond national norms, due to the special learning environment that they provide. The recent Small Schools Survey of Catholic elementary schools indicated that classes in small Catholic schools scored exceptionally well in all of the basic learning areas: reading, mathematics, reference skills. This achievement has important implications for the viability of other very small schools, be they private, religious, or public, and supports other educational research showing that size alone does not indicate the quality of a school. Principals whose small Catholic elementary schools modeled above average academic achievement reported that the academic advantages of small schools due to low teacher-to-pupil ratios included: use of more varied materials and tasks, higher levels of thinking due to more demanding assignments, increased opportunities for participation, formulation of better study habits, community support and greater opportunities for leadership. Team concept, priorities, skill organization, planning for content subjects, an interdisciplinary approach, and instructional assistance were cited as effective elements in school-wide organization, and knowledge of key concepts and skills, individualization, and room arrangement contributed to effective teaching. Reasons for school failures and ideas for generating support are included. (JMM)

**ED 296 816** RC 016 595
*Sanders, James R.*
**Approaching Evaluation in Small Schools. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-03
Pub Date—Jan 88
Contract—400-86-0024
Note—13p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Board of Education Role, Curriculum Evaluation, Decision Making, Educational Facilities Improvement, *Educational Planning, Educational Quality, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Needs Assessment, Problem Solving, *Program Evaluation, *Small Schools, Staff Role
Identifiers—Discrepancy Analysis, ERIC Digests, Problem Solving Assessment, Program Review, School Improvement Model

Although evaluation plays many roles in schools-support for administrative decision-making, curriculum improvement, staff development, public relations, instruction, counseling, diagnosing problems for students and staff, planning-recent studies of school district evaluation practices indicate that little overall consistency exists in the form of evaluation used by small schools. Three evaluation strategies for school leaders with few resources and limited time are reviewed. The Program Review Committee Approach for Curriculum Evaluation involves establishing a committee which reviews one or two programs each year and makes recommendations, with the approval of the school superintendent, to the school board. The Problem-Solving Approach for School Improvement requires an annual pre-school year stocktaking at the building level to inventory the strengths and weaknesses of the school; priorities are then set to address deficiencies during the school year. The Discrepancy Approach for Assessing School Needs and Planning has staff members define what they believe are ideal characteristics for their school. The principal then organizes the characteristics into a description against which discrepancies can be compared. This approach keeps a school developing in the direction of the collective vision of its staff. Through systematic evaluation, staff members can work together to improve the quality of their schools. (JMM)

**ED 296 817** RC 016 596
*Rincones, Rodolfo*
**Exploring Alternatives to Consolidation. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-05
Pub Date—Jan 88
Contract—400-86-0024
Note—14p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Centralization, Community Benefits, *Consolidated Schools, Educational Technology, Elementary Secondary Education, High Schools, Interdistrict Policies, *Rural Schools, *School District Reorganization, School District Size, Shared Facilities, *Shared Resources and Services, *Small Schools, State Action, Student Exchange Programs
Identifiers—*Alternatives to Consolidation, Cluster Districts, ERIC Digests

School reorganization has been used extensively as a strategy to deal with the problems of small and rural schools. However, there is no comprehensive evidence to prove that consolidation has met the problems of finance, staff, facilities, and curriculum for which it has been advocated, nor are consolidation's disadvantages and ill-effects of the community usually considered. Partial school reorganization allows a middle-of-the-road response to decreasing enrollments, tight budgets, and increased federal/state demands to provide students in isolated areas equal access to education. Three types of partial reorganization include: (1) Central High School Districts (when two or more school districts combine high school programs but retain separate elementary programs); (2) Cluster Districts (providing services shared by separate neighboring school districts, allowing access by students of different schools); and (3) Exchange of Students for Tuition (sending students to neighboring school districts for instruction). Personnel, programs, and equipment may also be shared--formally or informally--to provide services to students. Sharing may also be implemented through a state organizational structure. Other helpful approaches include state intervention and state financial aide, multiple teacher certification, application of computer modelling results, community designed reorganizations, and distance education. Thus, full-scale reorganization is not the only solution. (JMM)

**ED 296 818** RC 016 597
*Swift, Doug*
**Preparing Rural Students for an Urban Environment. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-08
Pub Date—Mar 88
Contract—400-86-0024
Note—16p.; For a related document, see ED 270 243. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adjustment (to Environment), *Budgeting, Entrepreneurship, Higher Education, Individual Characteristics, *Job Search Methods, *Rural to Urban Migration, Rural Urban Differences, *Rural Youth, Secondary Education, *Urban Environment
Identifiers—ERIC Digests

Continued, substantial migration of rural students to urban areas for work or further education can be expected, and preparing students for the move from rural to metropolitan areas is an important responsibility for educators. The differences between rural and metropolitan areas are significant, and appropriate preparatory activities in high school can ease the transition. Personal characteristics and values play a big part in a person's ability to adjust to a dramatically different environment. Inventories of personality traits, values, lifestyle, and family orientation can be developed individually, in classroom groups and in discussion with family and friends. Activities to increase awareness and to adopt language habits and personal mannerisms appropriate to the city are important in the preparation process. Assessment of skills, abilities, interests, and previous work experience--as well as completing application forms, writing letters of interest and resumes, and learning about appropriate dress and grooming--will greatly improve the probability of finding a job well suited to the individual. Preparation for adjusting to an urban lifestyle, urban higher education, and realistic budgeting are also important. Rural entrepreneurship may be an option if a move to the city is not desired. (JMM)

**ED 296 819** RC 016 598
*Marmer, Diana J. Ortiz de Montellano, Bernardo R.*
**Improving the Science and Mathematic Achievement of Mexican American Students Through Culturally Relevant Science. ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-07
Pub Date—Mar 88
Contract—400-86-0024
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Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*American Indians, Cultural Awareness, Cultural Enrichment, Elementary Secondary Education, *Mexican Americans, *Relevance (Education), Resource Materials, *Science Careers, Science Course Improvement Projects, *Science Curriculum, *Science Instruction
Identifiers—Cultural Contributions, *Culturally Relevant Curriculum, Cultural Relevance, ERIC Digests

There are many ways in which science can be made culturally relevant: archeoastronomy, mathematics, geology, ethnobotany, chemistry, and art can all be taught from a perspective celebrating the accomplishments of Mexican American and American Indian science and encouraging exploration. A culturally relevant curriculum provides teachers with resource materials and approaches allowing them to enable students to: develop pride in their culture's contribution to science, learn science from a familiar cultural base, be motivated to consider science as a career, and recognize the importance of science in their life. A joint project between the Society for the Advancement of Chicanos and Native Americans in Science and the Project for Renewed Incentives in Science and Education in Los Angeles (California) is developing workshops to introduce teachers to culturally relevant materials and specific activities that can be used at different grade levels. Topics include Archeoastronomy, Maya Mathematics and Calendar, Geology, Feeding the World--Productivity of Food Plants, Herbal Medicine/Ethnobotany, Science and Creativity in the Diego Rivera Murals in Detroit, Botany and Mesoamerican Designs, and the Chemistry of Color. As science is stimulated, students typically not attracted to science careers will be more aware, and the differences in participation rate of minorities in science and engineering may increase. (JMM)

**ED 296 820** RC 016 599
*Rios, Betty Rose D.*
**"Rural"--A Concept Beyond Definition? ERIC Digest.**
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-09
Pub Date—Mar 88
Contract—400-86-0024
Note—12p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Community Size, *Definitions, Demography, Enrollment, Geographic Distribution, Local Issues, Qualitative Research, *Rural Areas, *Rural Education, *Rural Schools, School District Size, School Size, Social Environment, *Socioeconomic Influences
Identifiers—*Conceptual Approach

Defining the concept "rural" to the satisfaction of demographers, policymakers, educational researchers, sociologists, journalists, and legislators is an ongoing and complex problem. As a sampling of definitions used by different researchers/agencies illustrates, the two categories of definitions of rural--qualitative and quantitative--generally spring from different needs. Agencies and researchers need quantitative measures that can be easily manipulated, sorted, and compared. Others who are closely involved know that their part of rural America is qualitatively different from other rural areas. These two divergent needs, to quantify and to qualify, present a dilemma in terms of access to resources and programs for rural America and for rural education. It is difficult to capture qualitative measures in ways that readily translate to legislation, policy, or management. Further, rural America's insistence that it is not only different, but has differences within itself, is both its strength and its weakness. The inability to present a unified, powerful rural America to legislators and other policymakers ensures that rural issues, such as education, will continue to suffer from a lack of recognition and resources. Twenty-three references are appended. (JMM)

# SE

**ED 286 756** SE 048 596
*Lisowski, Marylin Disinger, John F.*
**Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Cognitive Development, Cognitive Measurement, *Concept Formation, *Environmental Education, Experiential Learning, *Field Instruction, Field Studies, Field Trips, Science and Society, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Social Studies, Teaching Methods
Identifiers—*Environmental Education Research, ERIC Digests
Cognitive learning related to the environment has typically been subsumed as a part of instruction in the more traditional areas of the secondary school curriculum, in particular in science and/or social studies classes. This digest contains a review of a number of studies dealing with cognitive learning in the environment, investigating the advantages of field instruction for the purposes of concept and content learning. Particular attention is given to efforts in the biological and earth sciences, the subject areas in which much instruction in the scientific aspects of the environment is focused. The relative sparsity of research literature dealing with cognitive learning in the environment is noted. It is suggested that this is an indication that little cognitive instruction in secondary schools takes place in field settings. However, those studies which have been reported tend to indicate that field-based instruction is a teaching technique worthy of additional well-designed implementation by practitioners, along with additional, extensive rigorous study by educational researchers. (TW)

**ED 286 757** SE 048 597
*Blosser, Patricia E.*
**Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Cognitive Development, Cognitive Measurement, Cognitive Processes, *Cognitive Structures, *Concept Formation, Learning Processes, *Misconceptions, Science Education, *Science Instruction, *Scientific Concepts, Secondary Education, *Secondary School Science
Identifiers—ERIC Digests
Some science educators who are interested in conceptual development have considered the phenomenon of student misconceptions and alternative frameworks. Researchers have used a variety of terms to describe the situation in which students' ideas differ from those of a scientist about a particular concept. This digest was produced to briefly describe what this area of research encompasses, including a delineation of the terminology being used, ranging from misconceptions, to preconceptions, naive theories, alternative conceptions, and alternative frameworks. The document highlights some of the findings from a few relevant studies involving secondary school students. In addition, it attempts to communicate some of the implications of misconceptions research for teaching secondary school science. (TW)

**ED 287 684** SE 048 638
*Disinger, John F.*
**Cognitive Learning in the Environment: Elementary Students. ERIC/SMEAC Environmental Education Digest No. 2, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Achievement, *Affective Objectives, Cognitive Development, *Cognitive Measurement, Concept Formation, Elementary Education, *Elementary School Science, *Environmental Education, *Field Instruction, Museums, *Outdoor Education, Science Education, Science Instruction, Teaching Methods, Zoos
This digest addresses cognitive learning with respect to outside-the-classroom instruction at the elementary school level. It notes that affective, not cognitive, learning has traditionally been the primary objective of field instruction at all K-12 levels. Therefore, most educational research in field instruction has been mainly non-cognitive in nature. This document provides a summary of selected research that has had a connection with the cognitive gains possible in outside-the-classroom instruction, citing studies done in school situations, as well as in museums, zoos, and other novel settings. None of the studies reported in this document have made claims that out-of-classroom learning experiences are sufficient in themselves to produce significant cognitive gains with elementary students. However, there is evidence to suggest that in-the-environment instruction is useful in promoting and achieving cognition gains when effectively planned and managed. Several suggestions for further research into this area are made. (TW)

**ED 290 606** SE 048 836
*Helgeson, Stanley L.*
**The Relationship between Curriculum and Instruction and Problem Solving in Middle/Junior High School Science. ERIC/SMEAC Information Bulletin No. 1, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Critical Thinking, Inquiry, Junior High Schools, Middle Schools, *Problem Solving, Process Education, *Science Curriculum, Science Education, *Science Instruction, Scientific Methodology, Secondary Education, *Secondary School Science
Identifiers—*Science Education Research
Problem solving has long been a concern of science educators, with many asserting that problem solving should be both the overriding method and valued outcome of science instruction in American schools. This information bulletin synthesizes studies that deal with the relationships between the teaching of problem solving and secondary school science curricula. The first section of the document notes some of the inconsistencies in the use of terms related to problem solving and adds that rather than define problem solving, the process by which solutions are obtained are categorized and described instead. In addition to the term problem solving, other related terms used by some researchers and practitioners include scientific method, scientific thinking, critical thinking, inquiry skills, and science processes. The second section examines the large segment of the science education research which deals with problem solving as it relates to various aspects of instruction on students' problem-solving abilities. The third major section focuses on the concern that some science curriculum developers have had with problem solving. A variety of science curricula are described, particularly as they relate to problem-solving skills. A final section discusses implications for instruction. (TW)

**ED 291 607** SE 048 885
*Shymansky, James A., Ed. Kyle, William C., Jr., Ed.*
**A Summary of Research in Science Education--1986.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0016
Note—162p.; For 1985 summary, see ED 278 551.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors—College Science, *Curriculum, Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, *Learning, *Literature Reviews, *Research and Development, Science Education, *Science Instruction, Secondary School Science, Teacher Attitudes, *Teachers
Identifiers—*Science Education Research
This volume represents a compilation and organization of more than 400 research efforts reported in 1986. Its objective was to organize the research in such a way that studies or related topics are easy to access by practitioners or researchers. It is organized around four major sections that reflect the process of teaching, learning, and schooling including: (1) "Teaching and the Teacher" (studies of teacher attitudes, perceptions, practices, repertoires and performance); (2) "Learning and the Learner" (the nature of learning and characteristics of the learner); (3) "Curriculum and Instruction" (the nature of curricula, instructional variables, and characteristics of exemplary science programs); and (4) "Instrument Development and Analysis" (efforts to develop and/or validate instruments to measure the process of teaching, learning and schooling). Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. No effort to conduct an in-depth analysis of each research area was made. A discussion of the significance of the studies and implication for practice and future research is included in each major section. Three imperatives that were noted were the need for research to have a greater impact upon classroom procedures, greater teacher interaction, and teacher collaboration on research teams. (CW)

**ED 292 608** SE 048 890
*Disinger, John F., Comp.*
**Trends and Issues in Environmental Education: EE in School Curricula. Reports of a Symposium and a Survey. Environmental Education Information Reports.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; North American Association for Environmental Education, Troy, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0016
Note—149p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($10.50).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Conferences, *Curriculum Development, *Curriculum Problems, *Curriculum Research, Educational Trends, Elementary Secondary Education, *Environmental Education, Instructional Effectiveness, *Interdisciplinary Approach, Models, Science and Society, Student Behavior
Charting the curricular institutionalization of en-

vironmental education, particularly as it seeks to establish an appropriate niche in the K-12 curriculum, was the focus of a recent symposium held at the annual conference of the North American Association for Environmental Education in October, 1987. Contained in this document are the papers presented at the symposium and a survey of 40 states regarding practices related to environmental education. Papers include: "By Way of Beginning: 14 Scholars, 14 Views" (Paul F. Brandwein); "WholeEarth Learning: An Infused Approach to Education about the Environment" (Cheryl Charles); "The Educational Context: Environmental Education in the School Curriculum" (Paul Hart); "Environmental Education and Student Behaviors" (Harold R. Hungerford); "Environmental Education in the School Curriculum: The Research Base" (Louis A. Iozzi); "Environmental Education in the Curriculum: It's Already There!" (David C. Engleson); "The Problem of Curriculum Infusion in Environmental Education" (Milton McClaren); "Environmental Education: The Right Product at the Right Time" (Rudolph J. H. Schafer); "An STS Perspective on Environmental Education in the School Curriculum" (Peter A. Rubba); "Alternative Curriculum Models for Environmental Education" (Chris Buethe); "(How) Can Interdisciplinarity Be Implemented?" (William F. Hammond); "Beyond Infusion and Single Subjects: The Issue of Fit of Environmental Education in the Curriculum" (Ian Robottom); "The Brain-Mind System and Infusion" (Bob Samples); "Environmental Education: Larger than a Single Curriculum" (Kay Monroe Smith); and "Environmental Education in the School Curriculum: Does It Fit?" (Jerry Hodge). John F. Disinger's "Survey Report: Current Practice: Environmental Education in U.S. School Curricula" concludes the document. The appendixes give information on the symposium participants and survey respondants and a copy of the survey form. (TW)

**ED 293 718** SE 049 094
*Disinger, John F.*
**Environmental Education in K-12 Curricula. ERIC/SMEAC Environmental Information Bulletin No. 2, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—10p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Curriculum Design, *Curriculum Development, Elementary Secondary Education, *Environmental Education, *Interdisciplinary Approach, International Cooperation, *National Surveys, *Professional Associations, Science and Society, *State Departments of Education, Teaching Methods, Theory Practice Relationship
Identifiers—*Environmental Education Research
During 1987 the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SMEAC) conducted a survey of the state education agencies, asking respondents to summarize their perceptions as to how schools include environmental topics in their curricula by responding to a questionnaire. Also requested was information concerning extent of inclusion, forms of environmental education commonly employed, and agency policy with respect to inclusion. During October 1987, ERIC/SMEAC personnel organized and presented a symposium, "Environmental Education in School Curricula: (How) Does it Fit?" at the annual conference of the North American Association for Environmental Education (NAEE) in Quebec City. Fourteen invited participants (ten from the United States, three from Canada, one from Australia) presented position statements during a day-long session. This information bulletin provides summaries of both the survey and the symposium. Both the survey and the symposium offer ample evidence that the posed question of how environmental education "fits" into school curricula is more complex than it might appear; a range of possible positions and mechanisms are possible. The evidence above and elsewhere suggests that infusion is the more popular method. There is greater likelihood of finding space for environmental topics in school curricula if they can be associated with existing curricula, rather than creating new separate courses. Excerpts of both the survey respondents' comments and the 14 symposium papers are included in this document. (TW)

**ED 293 728** SE 049 116
*Suydam, Marilyn N.*
**Research on Instruction in Elementary School Mathematics: A Letter to Teachers. ERIC/SMEAC Mathematics Information Bulletin No. 3, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—8p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Educational Research, Educational Technology, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Low Achievement, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Problem Solving, Teacher Effectiveness, Time on Task
Identifiers—*Mathematics Education Research
This "letter to teachers" suggests reasons teachers should be interested in research findings. Research findings in several areas are summarized and interpreted so that they are useful to teachers of elementary school mathematics. Among the areas that are highlighted are: (1) time allocation; (2) low achievement; (3) active teaching; (4) use of materials; (5) calculating and computing; (6) broadening the curriculum; (7) communicating about mathematics; (8) using what children know; (9) learning from each other; and (10) providing equal access. (PK)

**ED 294 719** SE 049 096
*Suydam, Marilyn N.*
**Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.**
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—4p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Concept Formation, Elementary Education, *Elementary School Mathematics, *Manipulative Materials, Mathematical Concepts, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Number Concepts, *Problem Solving
Identifiers—ERIC Digests, Mathematics Education Research
This digest suggests that research findings can provide teachers with verification and clarification of how children learn mathematics, and thus how to teach mathematics more effectively. Three topics are discussed: (1) number concepts; (2) problem solving; and (3) manipulative materials. (PK)

**ED 295 781** SE 048 887
*Malone, Mark R., Comp.*
**Physical Science Activities for Elementary and Middle School. CESI Sourcebook V. An Occasional Sourcebook of the Council for Elementary Science International.**
Council for Elementary Science International.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0016
Note—263p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($12.50).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors—Creative Activities, Creativity, Divergent Thinking, *Elementary School Science, Elementary Secondary Education, Experiential Learning, Junior High Schools, *Laboratory Procedures, *Middle Schools, *Problem Solving, *Science Activities, Science Education, *Secondary School Science
Mounting research evidence has shown that an activity centered approach to elementary and middle school science education can be quite effective. This sourcebook, developed for teachers by teachers, presents many activity oriented science lessons that could be done in any elementary or middle school classroom with minimal additional experience. Nearly all lessons use materials that could easily be found around most schools or homes or that could be purchased inexpensively from local sources. Each activity contains the focus of the activity, a challenge posed to the students, materials, procedures, further challenges and references. Topics include: teaching physical science activities; sound; light and color; electricity from static to circuits; electricity from magnetism to generators; forces and motion; simple machines; heat; forces in liquids and gases; matter; chemistry; and space. Numerous line drawings illustrate the activities. (CW)

# SO

**ED 285 797** SO 018 129
*McGowan, Thomas M.*
**Children's Fiction as a Source for Social Studies Skill-Building. ERIC Digest No. 37.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 87
Contract—400-86-0020
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Childrens Literature, Elementary Education, *Fiction, Picture Books, Reading Aloud to Others, *Skill Development, *Social Studies, Story Reading
Identifiers—ERIC Digests
Despite periodic efforts, traditional social studies teaching methods continue to be used in grades K-6. Research suggests that elementary students do not like or value social studies when these traditional methods are used to organize and teach its content. The goals of the social studies curriculum in grades K-6 are to transmit citizenship skills to children and to develop the skill areas of information processing, critical thinking, problem solving, communication, spatial awareness, social interaction, and time concepts. Through the use of picture and story books, teachers can utilize characters, plots, settings, themes, and relationships to introduce activities that assist in developing these skills. Fictional books contain information about people and relationships, emerging values, the effect of institutions on personal behavior, and lessons about people from various time periods and diverse cultural backgrounds. Children's fiction is also a source of useful information about historical events, current issues, global themes, and lifestyles. The most efficient form of delivery for this teaching method is for the teacher to read the books to the class and to plan which skills will be taught. (JHP)

**ED 285 800** SO 018 148
*Stanley, Sandra*
**Civic Writing In the Classroom.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-941339-01-7
Pub Date—87
Contract—400-86-0020
Note—62p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($8.00 plus $1.50 postage).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civics, Elementary Secondary Education, Student Participation, Student Projects, Student Writing Models, *Writing (Composition), Writing Improvement, *Writing Instruction, Writing Skills
Identifiers—*Civic Writing, Writing Development, Writing Models, Writing Samples

There are few curricular programs or activities in the schools which help students develop skills that enable them to participate actively in voluntary civic or political activities. Literacy, and especially civic writing, is critical for participation in the civic process. But teaching civic writing, which is distinguished by its purposes, contexts, and a moral element in the writer's motivation, has been neglected at all levels of education. Teachers must create classroom conditions which elicit civic writing and suggest civic or political purposes for it. Examples of advocacy writing which can be used to propose a public policy issue law, to support or oppose a proposed law, to propose a law designating a state symbol or special day, to identify a problem and propose a solution, and to influence attitudes about identified social or political issues are presented. Methods of teaching and examples of civic writing which are motivated by a spirit of collaborative concern for others, especially in regard to local government, are presented. These include providing information, evaluating public programs, expressing support, and obtaining information. Civic writing can have a positive effect on the students' perceptions of themselves as writers and as citizens. (JHP)

**ED 285 801** SO 018 169

*Patrick, John J.*

**Education on the U.S. Constitution. ERIC Digest No. 39.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civics, *Constitutional History, Curriculum Development, Educational Improvement, Government Role, Public Opinion, Secondary Education, *Social Studies, *United States Government (Course)
Identifiers—ERIC Digests, *United States Constitution

This ERIC Digest examines (1) treatment of the U.S. Constitution in the curriculum of secondary schools, (2) public opinion and knowledge about the Constitution, and (3) guidelines for improvement of education on the Constitution. Although included in nearly every secondary school curriculum, education on the U.S. Constitution has suffered from neglect and routine treatment. The educational agenda is cluttered, and priorities are often unclear. Instructional goals about the Constitution may be viewed as no more important than other goals in the vast array of competing purposes of education in social studies. Studies of standard secondary school textbooks have revealed restricted coverage and shallow treatment of basic principles, values, and issues of constitutional government. Studies have found that the U.S. public appears to be deficient in both knowledge and appreciation of fundamental values, principles, and issues of their constitutional government. Some of the suggestions for improving education on the Constitution are: (1) assigning a high priority to educational goals of the Constitution; (2) blending social history with political history; (3) emphasizing the applicability of the Constitution to the common concerns of citizens; and (4) obtaining high quality learning materials on the Constitution to complement the standard textbook. A list of resources and references are included in the digest. (SM)

**ED 285 802** SO 018 174

**Here's a Brainstorm: Testing and Evaluation in Social Studies. A Resource Packet.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0020
Note—15p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Courseware, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Social Studies, *Teacher Made Tests, Test Coaching, *Test Construction, Test Format, *Test Items, Test Selection

Appropriate evaluation can greatly enhance the teaching process, and this resource packet is designed to help make testing more efficient. Tests and test items are featured in these listings, and information on test construction is provided. The various sources which are highlighted include: (1) professional organizations; (2) journals and newsletters; (3) RIE (Resources in Education); (4) CIJE (Current Index to Journals in Education); (5) textbooks; and (6) classroom aids for teaching how to take tests and computer software for test making. (SM)

**ED 285 806** SO 018 236

*Lewing, Robert S. And Others*

**Teaching about the U.S. Constitution. A Resource Packet.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-86-0020
Note—21p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Reference Materials (130) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Civics, Constitutional Law, Elementary Secondary Education, Instructional Materials, Political Science, *Social Studies, *United States Government (Course), United States History
Identifiers—*United States Constitution

The 200th anniversary of the United States Constitution offers an excellent opportunity for encouraging renewed study of the principles and foundations of constitutional government. This resource packet provides a listing of current materials and resources to aid teachers in planning lesson units. The listings include: (1) professional organizations; (2) journals and newsletters; (3) documents available through RIE (Resources in Education); (4) journal articles available through CIJE (Current Index to Journals in Education); (5) textbooks; (6) supplementary materials; (7) audiovisual materials; (8) Supreme Court decisions that changed the nation; (9) computer software; (10) simulations; and (11) teacher resources. (SM)

**ED 285 829** SO 018 432

*Risinger, C. Frederick*

**Improving Writing Skills through Social Studies. ERIC Digest No. 40.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Grant—400-86-0020
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, Indiana 47405.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Content Area Writing, Creative Teaching, Learning Strategies, Secondary Education, *Social Studies, Teaching Methods, Writing Improvement, *Writing Processes, *Writing Skills
Identifiers—ERIC Digests

A recent study by the National Assessment of Educational Progress (NAEP) directly links writing effectiveness to development of skills in critical thinking. This ERIC Digest discusses: (1) recent research on the linkage between writing and learning; (2) successful approaches to teaching writing; and (3) suggestions for including an effective writing component in the social studies curriculum. Research indicates that writing enhances learning in several ways: (1) writing requires knowledge and focuses thought; (2) writing enhances critical thinking; and (3) writing shifts responsibility for learning to the student. Of the two most frequently used approaches to teaching writing, one emphasizing the product and the other emphasizing the process, the product approach is the most accepted but the process approach is rapidly gaining adherents. The process approach indicates an awareness of the linkage between writing, thinking, and learning. The NAEP study found that students who used elements of process writing (planning, revising, and editing) are more likely to be better writers. For social studies teachers, the best approach appears to be a blend of the process and product approach. The most effective method of using writing to enhance learning and encourage creative and critical thinking appears to be the development and use of writing assignments that stimulate and challenge students. The NAEP study also found that students who write more, write better. This finding coupled with evidence that critical thinking and higher order intellectual skills are nurtured by appropriate writing assignments makes a powerful case for increasing the amount of student writing in social studies. A list of resources for teaching writing in social studies is included. (SM)

**ED 286 818** SO 018 523

*Citti, Lori A.*

**Teaching about the Soviet Union. ERIC Digest No. 42.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, *Course Content, Curriculum Design, Curriculum Development, *Curriculum Enrichment, Educational Strategies, Elementary Secondary Education, Instructional Design, Instructional Development, Instructional Improvement, Political Science, *Social Studies, *Teaching Methods
Identifiers—ERIC Digests, *Soviet Studies, *USSR

Given the global significance of Soviet-U.S. relations, elementary and secondary school students should learn about the Soviet Union, but most students graduate from high school with little knowledge and many misconceptions about this country. It is important to teach about the Soviet Union because of: (1) its emphasis in the U.S. media; (2) its size and cultural diversity; (3) its abundance of natural resources; and (4) its cultural contributions to life in the United States. In elementary school classes, teachers might compare and contrast U.S. regions and communities with those in the Soviet Union. A more focused examination can be achieved on the middle school level through the study of Soviet history, geography, and current events. High school world history classes should stress the teaching of Russian and Soviet history. Teaching strategies should include using an historical approach, teaching about the country's geography, comparing governmental and economic systems, stressing the

cultural and ethnic diversity within the country, introducing primary sources, avoiding superficial conclusions, and presenting a balanced picture of the Soviet Union. (JHP)

**ED 289 815** SO 018 840
*Remy, Richard C. And Others*
**Teaching about National Security: Instructional Strategies and Lessons for High School Courses in History, Government, Geography, Economics.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Ohio State Univ., Columbus. Mershon Center.
Spons Agency—Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-04-1
Pub Date—87
Contract—400-86-0020
Note—162p.; The exemplary lessons presented in this book are taken from five books of lessons developed by the National Security in the Nuclear Age Project (NSNA), an activity of the Mershon Center's Citizenship Development for a Global Age Program (Ohio State University). Also sponsored by the W. Alton Jones Foundation, Charlottesville, VA.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors—Charts, Class Activities, Concept Teaching, Curriculum Guides, Data Interpretation, Economics, Geography, Graphs, Instructional Materials, Learning Strategies, Map Skills, *National Security, *Nuclear Warfare, Primary Sources, Role Playing, Secondary Education, Simulation, *Social Studies, Tables (Data), Teaching Methods, United States Government (Course), United States History, World History
The instructional techniques illustrated in this book present a method of infusing national security issues into the five principal social studies courses of U.S. history, world history, U.S. government, economics, and geography. Chapter 1 discusses the meaning and evolution of the term national security in its general and educational contexts. The origins and current state of national security as a field of study is outlined in chapter 2. Key themes and concepts providing a conceptual framework for curriculum development are also provided in chapter 2. Instructional strategies and 15 sample classroom lessons that illustrate each strategy are described in chapters 3 through 10. Each lesson is a complete instructional activity, containing instructional objectives and suggested procedures as well as material that can be readily duplicated for students. Suggested procedures to use to integrate the lesson with the classroom textbook are provided for each lesson. The instructional strategies employed include concept learning, decision making, case study, analysis of primary sources, role-playing, mapping exercises, interpretation of data in tables, charts and graphs, and issue analysis. The book concludes with a 35-item annotated bibliography on national security issues. (SM)

**ED 291 665** SO 018 888
*Merryfield, Merry M.*
**The African Social Studies Programme: An Effort to Improve Curriculum and Instruction across 17 African Nations. ERIC Digest.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-1
Pub Date—Jan 88
Contract—RI880-62-009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Curriculum Development, Curriculum Enrichment, *Developing Nations, Foreign Countries, International Cooperation, *International Educational Exchange, International Relations, *Social Studies
Identifiers—*Africa, *African Social Studies Program, ERIC Digests
This ERIC digest examines: (1) the origins and goals of the African Social Studies Programme (ASSP); (2) ASSP's organization and operation; and (3) ASSP's major achievements and current challenges. The ASSP is a non-political, non-profit intergovernmental organization of 17 African nations that stimulates, promotes, and monitors innovative curriculum. The ASSP evolved from two major meetings (Queen's College Oxford, England, September, 1967 and Mombasa, Kenya, August, 1968) of concerned African educators and representatives from the United States and English development agencies. The organizational structure of ASSP is a coordinating committee composed of one government-appointed representative from each member country and a six-member executive committee which works with the executive director. This committee is chosen by the coordinating committee to make decisions on its behalf. The major accomplishments of the ASSP center on its role in supporting national efforts within member nations to introduce, develop, and expand social studies education. Challenges for the ASSP are working within the constraints of scarce resources and overcoming the innate sensitivity of the social studies subject matter in developing nations. (SM)

**ED 291 666** SO 018 889
*Nugent, Helen Jean M.*
**Teaching about Canada: ERIC Digest No. 44.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/-Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Area Studies, *Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, Foreign Countries, *Social Studies, *Teaching Methods
Identifiers—*Canada, ERIC Digests
This ERIC Digest considers: (1) why U.S. students should learn about Canada; (2) where course content on Canada belongs in the curriculum; and (3) useful strategies and resources to improve the teaching of Canadian studies. The United States and Canada share the world's largest undefended border, and the United States trades more with Canada than with any other country. In 1984, the United States accounted for 71.5 percent of Canadian imports. During the 19th and 20th centuries, Canada and the United States have been military and diplomatic partners in supporting stable and free governments throughout the world. Both Canada and the United States have cultural links to Western Europe and the British Isles and both countries have a common commitment to the core values of democracy. Teaching about Canada can be incorporated into existing social studies courses at all levels. University level courses should include sufficient Canadian content to provide future teachers with adequate knowledge to teach about Canada. Separate interdisciplinary Canadian studies courses could include Canadian literature, art, and culture. Strategies for teaching about Canada include: (1) emphasizing comparative analysis; (2) requiring students to examine issues from the Canadian perspective; and (3) using a variety of resources. A list of references and ERIC resources are provided. (SM)

**ED 292 728** SO 019 017
*Backer, James*
**Global Resources: Teaching about Global Education.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—29p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Smith Research Center, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—Audiovisual Aids, *Educational Resources, Elementary Secondary Education, *Global Approach, Information Sources, International Education, Periodicals, Social Studies
This resource packet was designed to help the classroom teacher with teaching about global education. The packet encompasses resources from professional organizations, documents from the Educational Resources Information Center's (ERIC) Resources in Education (RIE), journal articles from ERIC's Current Index of Journals in Education (CIJE), commercial materials, and audiovisual materials. Professional organizations involved in the enterprise of global education are listed, along with programs and projects they have sponsored and their addresses. A comprehensive listing of documents that have been entered into the ERIC system is presented, accompanied by each document's abstract and ordering information. Documents range from information on developing a global perspective in the social studies program to global education activities. Articles from CIJE are listed, along with their annotations and ordering information. Available commercial materials are summarized, accompanied by the publisher name, address, and price. Audiovisual materials, appropriate to the study of global education, are featured along with their publishers and addresses. (SM)

**ED 292 740** SO 019 040
*Patrick, John J.*
**Teaching the Federalist Papers. ERIC Digest.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-SO-88-2
Pub Date—Feb 88
Contract—RI880-62-009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Citizenship Education, *Constitutional History, Information Sources, Secondary Education, Social Studies, Teaching Methods, *United States Government (Course), *United States History
Identifiers—ERIC Digests, *Federalist Papers, *United States Constitution
This digest discusses: (1) the main ideas contained in "The Federalist Papers"; (2) reasons for teaching "The Federalist Papers" in secondary schools; and (3) how to teach ideas of "The Federalist Papers." The authors of "The Federalist" held varying ideas about government, but strongly agreed on the fundamental ideas of republicanism, federalism, separation of powers, and free government. Ideas of "The Federalist" are essential elements of education for citizenship in the U.S. constitutional democracy, and they are keys to understanding how U.S. government works. Ideas of "The Federalist Papers" are congruent with the content of standard secondary social studies courses and can be infused into those courses. They can be used to teach core concepts of U.S. constitutional government, and excerpts from selected essays can be utilized to explicate these civic concepts. Ideas of "The Federalist" can be used to encourage deliberation, reflection, and rational decision-making. Teachers can abbreviate, annotate, and otherwise edit selections from the documents to aid comprehension and interpretation of main ideas by students. References and ERIC resources are given. (SM)

**ED 292 749** SO 019 087
*Hoge, John D. Crump, Claudia*
**Teaching History in the Elementary School.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Report No.—ISBN-0-941339-05-X
Pub Date—88
Contract—400-86-0020
Note—142p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Class-

room - Teacher (052)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors—Elementary Education, *Elementary School Curriculum, *History Instruction, Learning Activities, Lesson Plans, *Social Studies, Teaching Methods, United States History
This book explores the issue of what is feasible in teaching history to young children. It advocates more and better teaching of history in the belief that improving history instruction in the elementary school is a fundamental first step toward improving all elementary social studies. Chapter 1 explores the nature of history and reviews important research about the history learning ability of young children. Chapter 2 provides an overview of current practices in the teaching of history and concludes with a review of historical concepts found in current social studies textbooks. Chapters 3 through 8 are lesson plans for kindergarten through grade 6 based on creative ideas and resources for teaching history in the standard curriculum. Each of these chapters comprises: (1) goals for history; (2) ways to improve the existing curriculum with history; and (3) sample lessons with objectives, teaching procedures, and resources. The book concludes with a summarization, a look at the future of history instruction, and recommendations for further research. A bibliography and a selected list of ERIC resources for teaching history are provided. (SM)

**ED 293 784** SO 019 132
*Hoge, John D.*
**Teaching History in the Elementary School. ERIC Digest No. EDO-SO-88-3.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Creative Teaching, Educational Objectives, *Educational Research, Elementary Education, *Elementary School Curriculum, *History Instruction, Information Sources, Instructional Effectiveness, Literature, *Social Studies, Teaching Methods, *United States History
Identifiers—ERIC Digests
This ERIC Digest examines: (1) research related to the teaching and learning of history in elementary schools; (2) purposes of education in history; and (3) teaching practices to develop interest in and knowledge of history among students in elementary schools. Levstik (1986) stated that social studies educators should apply the techniques of "response to literature research" to history learning and explore the power of narrative in history. Renewed research on children's history learning ability based on schema theory, new trends in Piaget's developmental theory, the narrative approach, or other paradigms may start to provide the knowledge needed to refine and improve teaching practices. For young elementary students, an important purpose of history education is to make the past seem real, and study of the past can be used to illuminate the present. Instructional methods include: (1) using literature to enhance history instruction; (2) utilizing the sounds and images of videotapes, films, and filmstrips; and (3) using special experiences such as field trips, simulations, craft and model-building experiences, National History Day projects, and oral history projects. To aid teachers in history instruction, a list of references and ERIC resources is provided. (SM)

**ED 296 913** SO 018 799
*Wynne, Linda S.*
**Teaching about the Pacific Rim. ERIC Digest No. 43.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Area Studies, *Cultural Awareness, Curriculum Development, Elementary Secondary Education, Foreign Countries, Geography, Geography Instruction, Learning Strategies, *Multicultural Education, *Social Studies
Identifiers—Asian Pacific Region, ERIC Digests, *Pacific Basin Countries
This ERIC Digest examines: (1) the meaning of the term "Pacific Rim"; (2) reasons for emphasizing the Pacific Rim in the social studies curriculum; and (3) useful strategies for teaching about this part of the world. The terms, Pacific Rim and Pacific Basin, are used interchangeably; however, the "Rim" refers to those nations bordering the Pacific Ocean, while "Basin" includes all the inland nations. Due to unprecedented growth in trade and finance, many of the Pacific Rim nations are achieving increasing global significance. Three reasons for including the Asian Pacific Rim in elementary and secondary schools social studies curriculum are: (1) economic interdependence of the United States with countries of the Pacific Rim; (2) military and political importance of the Pacific Rim; and (3) growing rates of immigration from the Asian Pacific countries to the United States. Useful strategies for teaching about the Pacific Rim include emphasizing the diversity of Pacific Rim cultures and using studies of modernization and change in Pacific societies to provide insights into global change. The study of Asian Pacific culture not only enhances understanding of these people but also fosters a sense of appreciation for social diversity found in the United States. A list of resources is included. (SM)

**ED 296 947** SO 019 340
*Miller, Steven L.*
**Economic Education for Citizenship.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Foundation for Teaching Economics, San Francisco, Calif.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-06-8
Pub Date—88
Contract—400-86-0020
Note—125p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth St., Bloomington, IN 47408.
Pub Type— Books (010) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—*Citizenship, *Citizenship Education, Curriculum, *Curriculum Design, *Economics, *Economics Education, Elementary Secondary Education, Instructional Materials, Models, Social Studies
Economics is an important part of the U.S. social studies core curriculum, and this book considers the role of economics education in the development of citizenship skills. Chapter 1 describes: (1) citizenship and economic literacy; (2) the amount of economics education to offer; (3) economics in relation to economic education; and (4) decision-making in terms of economics and values. Chapter 2 considers the status of economics education in schools and argues for a combination of economics education infusion into existing grades K-12 courses, along with a required high school course. Chapter 3 discusses economics instruction in terms of a model that centers on economic reasoning for effective citizenship and suggests teaching economics based on learning theory research and on established teaching practices. Chapter 4 examines: (1) evaluative materials selection techniques for teachers; (2) the economics content of social studies textbooks; (3) reviews of economics textbooks; and (4) other classroom materials, such as videocassettes and teacher's guides. Figures are included, and a bibliography of teaching materials and Educational Resources Information Center (ERIC) resources contains 288 references. (JHP)

**ED 296 948** SO 019 394
*Pereira, Carolyn*
**Law-Related Education in Elementary and Secondary Schools. ERIC Digest EDO-SO-88-6.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-6
Pub Date—Jun 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Citizenship Education, Curriculum Design, *Elementary School Curriculum, Elementary Secondary Education, *Law Related Education, *Secondary School Curriculum, *Social Studies
Identifiers—ERIC Digests
Teaching about law-related education (LRE) in elementary and secondary schools is an important social studies trend. This ERIC Digest considers: (1) the meaning of law-related education; (2) reasons for including LRE in the curriculum; (3) methods of incorporating LRE into a curriculum; and (4) characteristics of effective LRE programs. Education for citizenship in a constitutional democracy is the primary goal of LRE. Reasons for including LRE in a curriculum are the: (1) development of knowledge, skills, and attitudes needed for citizenship; (2) prevention of delinquency; (3) growth of student interest in social studies; and (4) provision of breadth and depth in social studies education. Special events, units, specific courses, or the infusion of LRE into already-established courses can be used to implement LRE into the curriculum. The characteristics of an effective LRE program include: (1) extensive student interaction; (2) course content that involves a balanced treatment of issues; (3) the use of outside resource persons; (4) strong school administrative support; and (5) systematic staff development. Student growth in both knowledge and character should be stressed. A seven-item bibliography is included. (JHP)

**ED 296 949** SO 019 411
*Setter, David*
**Economics in the Curriculum. ERIC Digest No. EDO-SO-88-4.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-4
Pub Date—May 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Curriculum Design, *Economics, *Economics Education, *Elementary School Curriculum, Elementary Secondary Education, *Secondary School Curriculum, *Social Studies
Identifiers—ERIC Digests
Economics education in elementary and secondary schools is essential in order to prepare a responsible citizenry that can cope with economic problems and issues. This ERIC Digest examines: (1) the primary goal of economics education; (2) current economics curriculum patterns; and (3) methods of improving the economics curriculum. The basic concepts of economics education should be included in a social studies core curriculum and curriculum patterns should include: (1) the use of separate economics courses; (2) the general infusion of economics principles and concepts into other courses; or (3) the utilization of specific units of economics instruction within existing courses on other subjects. One method of improving economics education is to combine an infusion strategy in grades K-12 with a required one semester high school course. Four characteristics of a sound sec-

ondary school economics course include: (1) an emphasis on basic concepts and principles; (2) teaching strategies that elicit active student learning; (3) the connection of concepts and principles to other school subjects and citizenship roles; and (4) the application of knowledge to public issues and problems. The use of quantitative analysis and macro-economics should be emphasized. A 16-item bibliography is appended. (JHP)

**ED 296 950** SO 019 428
*White, Charles S.*
**Computers in Social Studies Classrooms: ERIC Digest EDO-SO-88-5.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-5
Pub Date—Jun 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Classroom Environment, *Computer Assisted Instruction, Computer Software, Elementary Secondary Education, Instructional Improvement, Learning Activities, *Social Studies
Identifiers—ERIC Digests
Integrating computer-based learning tools into the curriculum has been slow, and the results of actual usage have been inconclusive; however, the potential for effective instruction should increase use by teachers and students. This ERIC Digest discusses three topics: (1) computer use in the classroom; (2) what is known about the effects of computer use on teaching and learning; and (3) trends likely to develop in the use of computers. Discussion of computer software includes drills, tutorials, simulations, and databases as the most commonly used programs in classrooms. Research results of computer use are presented in terms of the effects of drills and tutorials, simulations, and databases. Five projected trends include these beliefs: (1) computers will become standard fixtures because they have proven to be useful tools; (2) the national movement towards the development of thinking skills will be supported by the use of databases; (3) software development will increase as demands are made for curriculum integration; (4) there will be increased development of interactive videos; and (5) access to data will increase through the use of modems, CD-ROM discs, and hypermedia systems. A 14-item list of references and Educational Resources Information Center (ERIC) resources is included. (DJC))

# SP

**ED 288 877** SP 029 690
*Cruickshank, Donald R. And Others*
**Simulations and Games: An ERIC Bibliography, 1979-1986.**
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-83-0022
Note—177p.; For the 1979 edition, see ED 177 149.
Available from—ERIC Clearinghouse on Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-2412 ($18.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors—Adult Education, *Computer Assisted Instruction, *Educational Games, *Educational Resources, Educational Technology, Elementary Secondary Education, Higher Education, *Instructional Materials, Learning Activities, Learning Strategies, *Simulation
This subject bibliography on simulations and games in education is composed of three parts. First there is an index of the 60 categories covered--e.g., Administrator Education, Exceptional Children, Physical Education, Teacher Education. Next there is an overview or short description of each of the 60 categories. Finally, there is the bibliography itself; the resource materials are in alphabetical order within the categories. ED (ERIC Document) numbers indicate that the entry comes from "Resources in Education." An EJ (ERIC Journal) prefix indicates that the entry is listed in the "Current Index to Journals in Education." (JD)

**ED 296 996** SP 030 442
*Orlosky, Donald E., Ed.*
**Society, Schools, and Teacher Preparation. A Report of the Commission on the Future Education of Teachers. Teacher Education Monograph No. 9.**
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-050-7
Pub Date—May 88
Contract—400-86-0033
Note—82p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 ($9.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—*Educational Change, Elementary Secondary Education, Governance, Higher Education, *Parent School Relationship, Preservice Teacher Education, School Business Relationship, *School Community Relationship, *Teacher Education Programs, *Teacher Effectiveness, Teacher Supply and Demand
While the major thrust of this monograph is to recommend procedures for the preparation of teachers, it is also emphasized that educational reform and school improvement depend upon the realistic clarification of the separate and interdependent roles of society and the parents of students. This report presents recommendations for improving teacher preparation programs, followed by a number of themes that develop their underlying rationale. The themes, selected on the basis of their significance, are: (1) "Fundamental Reforms" (Donald E. Orlosky); (2) "The New America for the Third Millennium" (William Georgiades); (3) "Teacher Supply and Demand" (Chris Pipho); (4) "Technology and Teaching" (Howard Mehlinger); (5) "Governance Issues in the Education Profession" (Joan Inglis); and (6) "Schools, Communities, and the Private Sector" (Joel L. Burdin). Fifty-two references are included. (JD)

**ED 296 998** SP 030 456
*Shulman, Judith H., Ed. Colbert, Joel A., Ed.*
**The Intern Teacher Casebook.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; ERIC Clearinghouse on Teacher Education, Washington, D.C.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-095-X
Pub Date—Jul 88
Contract—400-86-0009
Note—118p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($8.50).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors—*Beginning Teachers, *Classroom Techniques, *Discipline, Elementary Secondary Education, Interpersonal Competence, *Mentors, *Peer Relationship, Self Evaluation (Individuals), Teacher Interns, *Teacher Student Relationship, Teaching Styles
Identifiers—Alternative Teacher Certification
This casebook provides candid descriptions of teachers who enter the profession with no previous teacher preparation. The cases describe how a group of novice teachers faced the problems of transforming content knowledge into accessible units of instruction for teenagers in inner-city schools. The vignettes are grouped according to specific kinds of situations and problems that confront all novices during their first year of teaching. The first chapter deals with classroom events--instructional episodes that are problematic either in their conceptions or their implementation. Chapter two deals with interactions with individual students or a small group of students who persistently were disruptive or refused to work. The third chapter examines neophytes' relationships with mentor teachers or other experienced teachers who attempted to provide assistance. Each case contains four parts: the academic background and previous experience of the trainee; a description of the classroom, school, and students; a narration of a classroom event or interaction; and some reflective thoughts about the account by experienced teachers or scholars. (An annotated bibliography of 28 items is included.) (JD)

**ED 297 001** SP 030 599
*Fisher, Janet M.*
**Assessment Tools for Adapted and Regular Physical Education. ERIC Digest 1-88.**
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—18p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adapted Physical Education, *Diagnostic Tests, Elementary Secondary Education, *Evaluation Methods, Measures (Individuals), Program Evaluation, *Student Evaluation
Identifiers—ERIC Digests
A list is presented of diagnostic tools for regular physical educators who are also involved in adapting physical education programs for children with disabilities. The tests are identified according to the student population served (normal, mentally retarded, severely handicapped, etc.), and the body function being assessed (gross motor, balance, body laterality, etc.). The address of the company or association that furnishes each test is also listed. (JD)

**ED 297 002** SP 030 600
**How Do Teachers Communicate? ERIC Digest 2-88.**
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Communication Skills, Elementary Secondary Education, *Evaluation Methods, *Research Utilization, *Standardized Tests, State Standards, *Teacher Evaluation
Identifiers—ERIC Digests
Literature on evaluating the communication skills of teachers is briefly reviewed in this paper. Topics under consideration include how different states evaluate communication, how communication should be evaluated, whether or not state assessments reflect current research on teacher assessment, and how useful is the attempt to assess communication skills. (JD)

**ED 297 003** SP 030 601
**Critical Thinking Skills and Teacher Education. ERIC Digest 3-88.**
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Abstract Reasoning, *Cognitive Development, *Critical Thinking, *Enrichment Activities, Higher Education, *Preservice Teacher Education, Problem Solving, *Teacher Education Programs
Identifiers—ERIC Digests, *Thinking Skills
In this brief review of current literature on developing critical thinking skills in prospective teachers, the focus is on how critical thinking can be taught and how emphasis on critical thinking will affect teacher education. Some programs are cited that promote critical thinking and references are included. (JD)

# TM

**ED 286 938** TM 870 605
*Wildemuth, Barbara M.*
**Alternatives to Standardized Tests. ERIC Digest.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—NIE-400-83-0015
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Achievement Tests, *Educational Testing, Evaluation Methods, Standardized Tests, *Student Evaluation
Identifiers—*Alternatives to Standardized Testing, *ERIC Digests
Five alternatives to standardized testing of student achievement are described in this brief overview. The first, criterion-referenced tests, are designed to evaluate the accomplishment of specifically stated instructional objectives. Student performance is judged on the basis of the objectives, rather than in comparison to other students taking the test. The second approach is teacher-made tests, which are usually criterion-referenced mastery tests measuring small units of instruction. They can be tailored according to specific curricula and students. Teacher training in test construction and use is recommended. Contract grading is the third alternative suggested. In this system, the teacher and the student agree on the course objectives for the student, the support to be provided by the teacher, and the evaluation method. The fourth topic is interviews. Information about student progress may come from interviews with students or their parents. The fifth method involves other documentation such as samples of the students' work, student journals and notebooks, and teachers' records. (GDC)

**ED 286 939** TM 870 606
*Wildemuth, Barbara*
**Coaching for Tests. ERIC Digest.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 83
Contract—400-83-0015
Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*College Entrance Examinations, Educational Testing, Higher Education, Instructional Effectiveness, Meta Analysis, Secondary Education, *Test Coaching
Identifiers—ERIC Digests, *Scholastic Aptitude Test
The term "coaching" applies to a variety of types of test preparation programs which vary in length, instructional method, and content. Most research on the effectiveness of coaching has examined the Scholastic Aptitude Test (SAT), a measure of academic abilities used to predict college performance. This ERIC Digest reviews studies of coaching for the SAT and addresses the effectiveness of coaching. Of several studies reported between 1950 and 1967, the diversity in the research designs used, the types of coaching programs studied, and sample sizes make it difficult to compare results across studies in a meaningful way. In 1980, Slack and Porter synthesized many earlier studies on coaching, concluding that training can effectively help students raise their SAT scores. In 1978-1979, the Federal Trade Commission (FTC) studied the effect of commercial coaching on SAT scores. A 1981 synthesis of coaching studies by Messick and Jungeblut included most of the studies in Slack and Porter's report, plus the FTC results. The most recent synthesis included all those studies cited by Slack and Porter, and Messick and Jungeblut. It is concluded that the data support a positive effect of coaching, but the size of the effect estimated from the matched or randomized studies (10 points) seems too small to be practically important. Sixteen bibliographic citations are included. (LMO)

**ED 286 940** TM 870 607
**Computerized Adaptive Testing. ERIC Digest.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Contract—400-83-0015
Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Adaptive Testing, *Computer Assisted Testing, *Item Banks, *Latent Trait Theory, Testing Problems, Test Items
Identifiers—ERIC Digests
This brief overview notes that an adaptive test differs from standardized achievement tests in that it does not consist of a certain set of items that are administered to a group of examinees. Instead, the test is individualized for each examinee. The items administered to the examinee are selected from a large pool of items on the basis of the correctness of the examinee's previous responses. Several steps are involved in constructing a computerized adaptive test (CAT): (1) the item pool must be developed; (2) some item characteristics must be calculated for each item; and (3) a strategy for deleting items from the item pool must be chosen, along with a scoring procedure. Latent trait theory assumes that an underlying trait is the sole determinant of an examinee's response to test items, and that performance on an item is governed by two factors: the examinee's ability and the item's difficulty. Several item selection strategies have been developed, including the Robbins Monro procedure, fixed step size, the flexilevel method, the Bayesian approach, and the stratified-adaptive approach. Advantages of CAT are its increased efficiency, optimization of the difficulty level of the test for each examinee, and administration convenience. The most obvious constraint on the use of CAT is the problem of availability of appropriate computer hardware and software. (LMO)

**ED 286 941** TM 870 608
*Stage, Emma Gonzalez*
**Finding Information about Tests. ERIC Digest.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 84
Contract—NIE-400-83-0015
Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Databases, *Educational Testing, *Information Retrieval, *Information Sources, Research Reports, Search Strategies, *Test Reviews
Identifiers—ERIC, ERIC Digests, Mental Measurements Yearbook, Test Collection (Educational Testing Service)
Recent emphasis on stricter educational accountability measures has resulted in a profusion of educational and psychological tests available in today's market. This ERIC Digest has been prepared to meet educators' needs to find information about tests quickly and easily. Three resources discussed are the Test Collection database, the Mental Measurements Yearbook database, and the ERIC database. Three topics are examined: (1) finding tests and other measurement instruments; (2) finding test reviews; and (3) finding studies about a certain test. The Test Collection database can be searched online for tests, using test-related terms as descriptors or identifiers. The ERIC database can be searched online using publication type codes, using test-related terms as major descriptors, and by combining publication type code and specific test-related descriptors. The Mental Measurements Yearbook database can be searched using subject classifications. Test reviews are also available in ERIC, using the descriptor "Test Reviews," and in the Mental Measurements Yearbook and its monthly updates. A test can also be searched using its specific name. (LMO)

**ED 286 942** TM 870 609
**Legal Issues in Minimum Competency Testing. ERIC Digest.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—84
Contract—400-86-0018
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Elementary Secondary Education, *Legal Problems, *Minimum Competency Testing, *Testing Problems
Identifiers—*ERIC Digests
The rapid growth of minimum competency testing (by 1981, 36 states in the United States had mandated some form of minimum competency testing) has led to increased legal challenges of the existing testing programs. Three issues have been raised and are summarized in this brief overview: (1) constitutional claims under the due process clause; (2) equal protection; and (3) negligence or educational malpractice. Several of these issues were raised by the case of Debra P. v. Turlington which challenged the constitutionality of Florida's statewide high school graduation requirements program. The Court found that because Florida's black students had not had 12 full years of racially integrated education, they were therefore subjected to inferior educational opportunities. Such equal protection issues affect racial minorities, those whose native language is not English, and the disabled. Issues related to due process include the speed of implementation of a testing program, test validity, and test reliability. Issues related to educational malpractice suggest that schools will need to document all phases of students' performance. In addition, increased attention will be focused on teacher certification and school accountability. (GDC)

**ED 286 943** TM 870 611
*Hogan, Thomas P.*
**Measurement Implications of "A Nation at Risk." ERIC Digest.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[85]
Contract—400-86-0018
Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Achievement, *Educational Testing, Elementary Secondary Education, Measurement Objectives, *National Competency Tests, Standardized Tests, *Test Construction, *Testing Problems, Test Use
Identifiers—ERIC Digests, *National Commission on Excellence in Education, *Nation at Risk (A)
This ERIC Digest discusses implications derived from the final report of the National Commission on Excellence in Education, "A Nation at Risk." The first implication is a motivational one for measurement specialists: it is an ego-booster. The report is replete with results yielded from various testing programs, the fruit of the measurement specialist's work. A second implication is that the measurement community will deal effectively with the myriad of typical testing problems, such as validity, reliability, and norms. A third implication consists of a host of highly specific matters which measurement specialists must anticipate. Some of these include an upsurge in standardized testing at the high school level and a resurgence of interest in standardized tests in content areas. The report also contains a curiously

worded call for a nation-wide (but not federal) system of state and local standardized tests. The commission seems content to rely on existing mechanisms for the creation and distribution of both tests and textbooks, while concentrating on recommendations for improvement of their quality and use. (LMO)

**ED 286 944** TM 870 615

*Coburn, Louisa*

**Teacher Competency Testing. ERIC Digest.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 83

Contract—400-83-0015

Note—4p.; ERIC/TME Update Series.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Standards, Accountability, *Competency Based Teacher Education, Elementary Secondary Education, Graduation Requirements, *Licensing Examinations (Professions), *Minimum Competency Testing, Teacher Certification, *Teachers, Testing Problems

Identifiers—ERIC Digests

When a variety of groups became concerned with a perceived deficiency in public education in the 1970's, critical attention was successively focused on student accountability, the school curriculum, and teachers. This digest briefly reports on teacher competency testing. The 1980 Gallup Poll showed that 85% of citizens polled said teachers should be required to pass a state examination in the subjects they teach. By the end of 1981, 18 states had planned or implemented some form of testing for teacher certification. The two major teacher organizations, the American Federation of Teachers (AFT) and the National Education Association (NEA) have taken opposing sides on the issue, with the AFT firmly supporting fair and valid tests and the NEA opposed to the use of exit examinations. Most of the arguments involved in the debate surround the following issues: (1) use of standardized tests to measure teacher competency; (2) duplication of effort between teacher competency tests and test requirements of the diploma granting colleges; and (3) use of written examinations for licensure in other professions. Other issues in teacher competency testing include: (1) establishment of cutting scores, below which applicants would not be granted certification; (2) use of norm-referenced versus criterion-referenced tests; (3) use of locally validated standardized tests versus nationally normed tests; and (4) legal and policy issues. (LMO)

**ED 289 884** TM 870 610

**Legal Issues in Testing.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[85]

Contract—400-86-0018

Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Court Litigation, *Educational Testing, Intelligence Tests, *Legal Problems, Racial Discrimination, Student Placement, Test Bias, *Testing Problems, *Test Use, Test Validity

Identifiers—ERIC Digests

This Digest overviews legal challenges in five areas of test use for decision-making in schools: ability tracking, placement in special education classes, test scores as college admissions criteria, test disclosure, and teacher competency testing. Cases illustrating these challenges are described and include: Hobson v. Hansen (1967), Moses v. Washington Parish School Board (1971), Larry P. v. Riles (1972), Parents in Action on Special Education v. Hannon (1980), Diana v. California State Board of Education (1970) and Bakke v. Regents of the University of California (1976). In general, cases have been decided based on the specific circumstances of each case, and revolve around the validity of the test for a specific use. Many cases concern issues of racial, cultural, or linguistic biases in the tests themselves. (BS)

**ED 289 885** TM 870 612

**Measuring Teacher Attitudes toward Mainstreaming.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[85]

Contract—400-86-0018

Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Attitude Measures, Disabilities, Educational Research, Elementary Secondary Education, *Mainstreaming, *Teacher Attitudes

Identifiers—Attitudes Toward Mainstreaming Scale, Education for All Handicapped Children Act, ERIC Digests, Stages of Concern Questionnaire

This brief overview discusses the rationale for measuring teachers' attitudes toward the mainstreaming of handicapped students into regular classrooms, as well as research findings on teacher attitudes. Two attitude tests, Berryman and Berryman's Attitudes Toward Mainstreaming Scale and Hall's Stages of Concern Questionnaire, are also briefly described. The identification of teacher attitudes is important because of the effects of teachers' expectations on students, as well as the relevance of teacher attitudes for evaluating program effectiveness. Teacher attitudes, both toward handicapped students and toward mainstreaming, can be measured by rating scales, interval scales, rank order, Q sorts, semantic differential techniques, sociometric techniques, adjective checklists, questionnaires, and interviews. Research shows that many teachers express negative views about handicapped students and mainstreaming, especially for emotionally disturbed and mentally retarded students. Both support services and teacher education are associated with more positive teacher attitudes. (GDC)

**ED 289 886** TM 870 613

*Wildemuth, Barbara M.*

**Minimum Competency Testing and the Handicapped.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-86-0018

Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Disabilities, Graduation Requirements, High Schools, *Legal Problems, *Minimum Competency Testing, Special Education, State Programs, Test Construction, *Testing Problems

Identifiers—ERIC Digests

This brief overview of minimum competency testing and disabled high school students discusses: the inclusion or exclusion of handicapped students in minimum competency testing programs; approaches to accommodating the individual needs of handicapped students; and legal issues. Surveys of states that have mandated minimum competency tests indicate that many states' requirements specifically mention provisions for handicapped students. The method of test administration is often modified, and should be based on the modifications indicated in the student's individualized educational program (IEP). Approaches which have been used by states include: (1) the exclusion of severely handicapped students; (2) use of different graduation requirements, such as completion of the IEP or a different weight for the test score; and (3) testing modifications which allow physically disabled students to complete the test, such as Braille editions. Legal problems may arise when certain students are not allowed to take the minimum competency test, and are therefore denied the opportunity to earn a diploma. Problems of discrimination may also arise if remedial instruction is not available to disabled students, or if evaluation standards are applied inconsistently within a state. (GDC)

**ED 289 887** TM 870 614

*Coburn, Louisa*

**Student Evaluation of Teacher Performance.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Contract—400-83-0015

Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*College Faculty, Evaluation Problems, *Evaluation Utilization, Higher Education, Reliability, *Student Evaluation of Teacher Performance, Validity

Identifiers—ERIC Digests

Research on student evaluation of college teachers' performance is briefly summarized. Lawrence M. Aleamoni offers four arguments in favor of student ratings: (1) students are the main source of information about the educational environment; (2) students are the most logical evaluators of student satisfaction and effectiveness of course elements; (3) the student-teacher communication involved raises the level of instruction; and (4) use of student ratings by other students in course selection may increase the possibilities that excellence in instruction will be rewarded. Although faculty have expressed concern about the ratings being measures of popularity, research indicates that students can effectively discriminate between teaching effectiveness and other affective dimensions. Research does not support strong relationships between teacher ratings and student grades, while research on the effect of class size is inconclusive. It is noted that design of the rating forms should consider the purpose of the evaluation (formative or summative); that the ratings should be administered by appropriate departments; and that a summary of results should be available quickly. In general, individual respondents' comments should not be published. (GDC)

**ED 291 808** TM 011 313

*Fabiano, Emily O'Brien, Nancy*

**Testing Information Sources for Educators. ERIC/TME Report 94.**

Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—400-86-0018

Note—66p.

Available from—ERIC/TME, American Institutes for Research, 1055 Thomas Jefferson St., NW, Washington, D.C. ($8.00)

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Annotated Bibliographies, Books, Indexes, Online Systems, Periodicals, *Reference Materials, Reference Services, *Resource Materials, Test Construction, *Testing, Test Manuals

Identifiers—Printed Materials, *Testing Information

This guide provides annotated lists of books, journals, indexes, and computer-based services and organizations that are sources of test information. The guide directs educators to test information about assessing academic ability, aptitude, achievement, personality, vocational aptitude, and intelligence, as well as specialized topics such as school and classroom climate and sensitive issues such as death. In addition to bibliographic information about each source, a short summary of the purpose, subject matter, and uses of each source is included. A glossary of frequently used terms related to testing and a subject index to printed materials are included. (TJH)

# UD

**ED 285 961** UD 025 760
*Ascher, Carol; Schwartz, Wendy*
**Keeping Track of At Risk Students. ERIC Digest Number 35.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—OERI-400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Definitions, *Dropout Characteristics, Dropout Prevention, *Dropout Rate, Educational Assessment, Educational Trends, *High Risk Persons, High Schools, Identification, Junior High Schools, Record Keeping, School Effectiveness, *School Holding Power
Identifiers—ERIC Digests
Determining how many students drop out of school and why they leave is not easy. The definition of a "dropout" varies from school district to school district, and the mobility of students makes counting them accurately nearly impossible. In an effort to define dropouts in a way that can be applied uniformly across the country, a checklist has been devised which specifies eight common categories of students who can be described as dropouts. Equally important, specifications are given for students who should not be considered dropouts, such as truants, transferees, and returnees. Large margins of error occur in the national dropout rate because of widely varying ways of calculating dropout data. It is necessary to accept and apply uniform methods of defining dropouts and determining the dropout rate. Another area of concern is the identification and monitoring of students who are most at risk of dropping out of school. Offering these students special programs early in their school careers has proven helpful. Monitoring in terms of attendance, testing, and educational history will help to ensure positive progress for students as they proceed through school. Effective systems for identifying dropouts and at risk students are necessary for the accurate measurement of national educational progress. (VM)

**ED 287 972** UD 025 897
*Ascher, Carol*
**Trends and Issues in Urban and Minority Education, 1987. ERIC/CUE Trends and Issues Series, Number 6.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-TIS-6
Pub Date—Nov 87
Contract—400-86-0015
Note—57p.; Part of the Urban Diversity Series.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors—Asian Americans, Blacks, Class Organization, Dropout Programs, *Educational Trends, Elementary Secondary Education, Hispanic Americans, Immigrants, *Minority Groups, Pacific Americans, Parent Role, School Effectiveness, Special Programs, Urban Demography, *Urban Education
Social and demographic changes in American society have given rise to an abundance of educational literature about the role of schools. Schools must provide both basic and advanced academic preparation, but should they also compensate for and assume some of the roles of the family? This document identifies current trends and issues in education by presenting a profile of urban students as reflected in the current literature, and by describing current programs and practices in urban schools. Information is provided in the following categories: (1) the demographics of minority populations, immigrants, dropouts, and pregnant teenagers; (2) programs for dropout prevention; (3) school and classroom organization for learning; (4) creation and maintenance of a professional urban work force; (5) special programs for diverse students; (6) science and mathematics for minority and female students; (7) parents and schooling; (8) business involvement; and (9) minorities and nonpublic schooling. A 205-item bibliography is included. (VM)

**ED 289 947** UD 025 961
*Ascher, Carol*
**Chapter 1 Programs: New Guides from the Research.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-TIS-7
Pub Date—Dec 87
Contract—OERI-400-86-0015
Note—32p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors—*Compensatory Education, *Disadvantaged Youth, Elementary Secondary Education, Eligibility, *Federal Programs, Guidelines, *High Risk Students, Poverty, Program Evaluation, Program Improvement, Remedial Instruction, Research Utilization
Identifiers—*Education Consolidation Improvement Act Chapter 1
This document reviews the range of findings contained in 10 recently commissioned reports on how Chapter 1 programs are implemented and how successful they are in increasing the achievement of disadvantaged students. Although the conclusions of the reports are not the same, there are some developing consensuses. Findings are discussed in the following areas: (1) how are recipients of Chapter 1 services selected? (2) do those who most need the services receive them? (3) among the program structures that have been used (pull-out, add-on, in-class, and replacement) are there reasons to choose one over another? (4) which instructional strategies are used (mastery learning, higher order thinking skills, and computer education), and are they effective? (5) how have parents participated in the programs and are there new ways for them to become involved? and (6) does compensatory education increase achievement? It is concluded that the success of the programs has been mixed in all of the areas listed above. It is clear that low-achieving students need some type of help, but there are some serious problems with Chapter 1 in the following areas: (1) it is not enrichment since it takes students away from other instruction; (2) there are inefficiencies in grouping and regrouping students during the day; and (3) the teaching of Chapter 1 students lags behind research findings on equity and pedagogy. A list of the 10 studies reviewed and 93 endnotes are included. (VM)

**ED 289 948** UD 025 962
*Schwartz, Wendy*
**Teaching Science and Mathematics to At Risk Students. ERIC Digest.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-D-36
Pub Date—Sep 87
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Box 40, Teachers College , Columbia University, New York, NY 10027 (single copies free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Academic Achievement, *Cognitive Processes, Cultural Differences, Educational Change, Educational Improvement, Females, *High Risk Students, *Instructional Innovation, *Mathematics Instruction, Minority Groups, Parent Role, Racial Bias, *Science Instruction, Sex Differences, Social Bias
Identifiers—ERIC Digests
Traditionally, disadvantaged groups, such as women and minorities, have not excelled in science and math. Often the lack of literacy and achievement in these subjects is due to the following factors: (1) cognitive differences between how the information is presented and how the students process it; (2) lack of familiarity, because of cultural differences with the context in which the material is taught; (3) family stress due to poverty and/or unemployment; (4) racial and cultural biases that may lead teachers and parents to believe that minorities and women cannot get jobs in technology or aren't suited for them, and therefore shouldn't waste effort learning subjects that will be of no career use; (5) the perception that physically disabled students cannot function safely in a technological environment; and (6) tracking that steers certain groups away from academic or technical courses. Recently a range of successful educational policies, programs, and methods have been identified to help these students. They are the following: (1) high quality programs with longevity and continuity; (2) high quality diverse staff who are role models for the participants; (3) recontextualization, which allows students to understand the material in the context of their own lives; (4) cultural and language sensitivity; (5) anxiety-reducing strategies; (6) improved programming; and (7) cooperative, heterogeneous grouping of students. Out-of-school programs and parental help are also effective in helping disadvantaged students. (VM)

**ED 289 949** UD 025 963
*Webb, Michael*
**Peer Helping Relationships in Urban Schools. ERIC Digest.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-D-37
Pub Date—Dec 87
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Classroom Techniques, Elementary Secondary Education, *Learning Strategies, Outcomes of Education, *Peer Influence, *Peer Teaching, Student Attitudes, *Student Motivation, Teaching Methods, *Tutorial Programs, *Tutors, Urban Education
Identifiers—ERIC Digests
Research has shown that students and teachers can benefit from structured in-school helping relationships in which peers assume formal roles as tutors. For the student in need of academic help, peer tutoring programs provide an opportunity to learn in a more nonthreatening environment than the classroom. Immediate feedback and clarification of information is possible. For the student tutor, these programs reinforce their own knowledge, build their self-esteem, and develop a sense of responsibility. The experience may result in improved attitudes for both the tutor and the learner, and can also foster cross- cultural and interracial awareness. The use of peer tutors in the classroom can make teachers more flexible and enable them to better target their efforts toward individual students. Effective peer tutoring programs have used the follow steps to guide their work: (1) establish a planning group; (2) assess student needs; (3) develop measurable goals and objectives; (4) determine faculty, material, and equipment needs; (5) develop a draft plan for school staff and parental review; (6) formally present a revised plan; (7) conduct an orientation; and (8) conduct ongoing evaluation. Peer tutoring is an underutilized instructional strategy in urban schools. (VM)

**ED 292 932** UD 026 102
**Asian/Pacific American Education: Brief Bibliographies. ERIC Information Alerts Numbers 2-4.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Note—8p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Academic Achievement, Annotated Bibliographies, *Asian Americans, *Chinese Americans, Cultural Differences, Cultural Influences, Equal Education, Ethnic Groups, *Filipino Americans, *Hawaiians, *Indonesian, Minority Groups, *Pacific Americans, Racial Bias, Socialization
Identifiers—Taiwanese
These three Information Alerts provide annotated bibliographies of documents covering the education of Asian and Pacific Americans. They cover the following topics, among others: (1) nondiscriminatory educational practices; (2) multilingual education; (3) special needs of the population; (4) parent participation; (5) injecting Asian culture into various curricula; and (6) demographic information on the different Asian ethnic groups in the United States. (VM)

**ED 292 940** UD 026 118
*Ascher, Carol*
**Improving Chapter 1 Delivery. ERIC/CUE Digest Number 39.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Contract—OERI-R188062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Compensatory Education, *Delivery Systems, Educationally Disadvantaged, *Educational Strategies, Elementary Secondary Education, High Risk Students, Low Achievement, *Program Effectiveness, *Program Evaluation, School Schedules, *Services
Identifiers—*Education Consolidation Improvement Act Chapter 1
Researchers and educators have begun to question whether Chapter 1 pull-out programs are the most effective method of delivering extra help to the students who need it. Pull-out programs are still the predominating type, but may be declining in popularity as in-class programs gain favor. This document summarizes a variety of program designs which are used nation-wide to provide Chapter 1 services to students. They are the following: (1) pull-out programs which provide instruction outside of the classroom and have advantages and disadvantages to student achievement and school organization; (2) add-on programs which take place beyond the regular instructional times and may cause difficulties in scheduling and transportation; (3) in-class instruction in which there is usually a Chapter 1 specialist along with the regular teacher in the students' classroom; and (4) replacement programs which provide Chapter 1 students with separate classes for all of the instruction they are to receive in a given subject and which reduce the class size for regular teachers in some areas of instruction. Research has suggested some more effective methods, but national, state, and local laws impede the success and flexibility of service delivery. A list of eight references is included. (VM)

**ED 292 941** UD 026 119
*Wells, Amy Stuart*
**Teacher, Principal, and Parent Involvement Is the Effective School. ERIC/CUE Digest Number 38.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—OERI-400-86-0015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Administrator Responsibility, *Administrator Role, *Educational Environment, Elementary Secondary Education, Expectation, *Family Environment, Instructional Leadership, Mastery Learning, *Parent School Relationship, *Principals, School Effectiveness, Teacher Effectiveness, *Teacher Role, Time on Task
The roles and conduct of teachers and principals have emerged as good indicators of effective schools. Research is presently being conducted on parent involvement and its effect on student learning. Good teacher-student interaction is crucial to effective learning. Teachers must have high expectations for students. Their techniques for transferring knowledge must be efficient and thorough. If used properly, methods such as mastery learning can improve achievement. Principals of effective schools must have high expectations for students. Strong instructional leadership techniques will make it clear that learning is the focus of the school. A positive school climate can be maintained if administrators are supportive of teacher needs and institute a joint decision-making process. While teachers and principals are responsible for developing strong ties between school and home, parents can try to maintain a positive home environment which is conducive to academic achievement. The important home factors include the following: (1) work habits and daily schedule of the family; (2) available parental guidance, support, and assistance for the child's school and homework; (3) intellectual stimulation; (4) language development; and (5) parents' academic aspirations and expectations. More research is needed to know if effective school techniques are applicable to all students at all grade levels. (VM)

**ED 292 942** UD 026 120
*Haberman, Martin*
**Recruiting and Selecting Teachers for Urban Schools. ERIC/CUE Urban Diversity Series, Number 95.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—OERI-400-86-0015
Note—76p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Opinion Papers (120)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors—Admission Criteria, Curriculum Development, Educational Change, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Schools of Education, Student Characteristics, *Student Teaching, *Teacher Characteristics, *Teacher Education, Teacher Qualifications, *Teacher Recruitment, *Urban Education, Urban Schools
This monograph reviews literature on, and presents recommendations for, recruiting and selecting students who will train to become teachers for urban schools. Studies show that urban patterns of poverty, early parenthood, and other social ills make urban school children at high risk for academic failure. There is a critical shortage of teachers in urban schools especially minority teachers. In addition, many of the present teachers are not trained for urban teaching. Teacher training institutions must develop new programs to train, recruit, and retain properly trained teachers. The programs must include faculty and curricula which effectively prepare students for the urban school experience. Full year, supervised intern teaching in an urban setting should be required before certification. The monograph contains discussions on the following topics: (1) the educational reform literature; (2) the continuing and increasing need for teachers in urban schools; (3) admission criteria for teacher education programs; and (5) the future: combining the two worlds of teacher education, the one which relates directly to urban life and the one which is university based and does not confront urban issues automatically. An appendix summarizes the teacher education portions of major reports on school reform. A questionnaire for teacher education candidates is included. The bibliography contains 62 items. (VM)

**ED 293 928** UD 025 896
*Schwartz, Wendy*
**Designs for Compensatory Education: A Brief Review of Conference Papers and Recommendations.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-IB-17
Pub Date—Sep 87
Contract—400-86-0015
Note—6p.; For full conference proceedings, see UD 025 691.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copy free).
Journal Cit—ERIC/CUE Information Bulletin; n17 Sep 1987
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—Admission Criteria, *Compensatory Education, Elementary Secondary Education, Enrichment, Family Involvement, Federal Programs, Parent Role, *Program Implementation, School Personnel, *Services
Identifiers—Education Consolidation Improvement Act Chapter 1
Conference papers and recommendations on the implementation of Chapter 1 services are reviewed. Four issues of concern emerged from the research papers. These issues were reviewed by a panel of experts, and a set of recommendations was developed for more effective and prudent application of Chapter 1 principles and funding. These recommendations are the following: (1) funds should be concentrated in schools in neighborhoods with high percentages of children living in poverty, and funds should not be cut off from these schools when achievement increases; (2) the allocation of funds should be school-based in high poverty areas; (3) families should be involved in activities that enhance the educational capacity of the home and reduce home-school dissonances; (4) Chapter 1 funds should be set aside to support projects which evaluate and add to the knowledge of educational disadvantagement; (5) schools should be allowed to use Chapter 1 funds for training, technical assistance, and capacity building; (6) Chapter 1 services should enrich students' understanding of school subjects, rather than providing only remediation of basic skills. A list of the papers and the panel members is included. (VM)

**ED 293 972** UD 026 163
*Ascher, Carol*
**High School Graduates in Entry Level Jobs: What Do Employers Want? ERIC/CUE Digest Number 40.**
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 88
Contract—OERI-R188062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors—*Basic Skills, Business Skills, Communication Skills, *Education Work Relationship, *Employer Attitudes, Employment Interviews, *Employment Potential, Employment Qualifications, High School Graduates, *Interpersonal Competence, Interpretive Skills, *Job Skills, Labor Market, Mathematics Skills, Study Skills, Work Experience, Writing Skills
Identifiers—*Entry Level Skills, ERIC Digests
Employers cite the following skills as important for both blue- and white-collar entry-level workers: (1) employee application and interview skills; (2) work-related social skills and habits, especially communication and interpersonal skills; (3) basic academic skills, particularly in reading, mathematics, writing, and problem solving/reasoning; and (4) vocational skills, especially manual/perceptual skills. Although employers look for a high school diploma, they appear to be less interested in grades or competency than in previous work experience. For most entry-level work, employers want an employee competent in the basic skills; they generally do not seek more advanced reading, writing and thinking skills. In fact, work-related social skills and habits are as important to employers as the basic skills: workers should present themselves well; be enthusiastic, responsible, cooperative, disciplined, flexible, and willing to learn; and show a general understanding of the workplace and business world. However, workers with these attributes are scarcer than those with the required core of academic skills. While schools should certainly develop higher order academic skills in all students, they should also ensure that students learn all the basic social and academic skills needed for an entry level job. A list of references is included. (BJV)

**ED 293 973** UD 026 164
*Ascher, Carol*
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The importance of parent participation in a child's education is undisputed, and low-income urban parents can and want to help with their children's schooling, both at home and at school, as much as do middle class parents. However, most poor urban children live in single-parent, female-headed households--often Black or Hispanic--and many school officials tend to decide in advance that single and working parents cannot be approached or relied upon. Since parents' involvement in school activities can be related to the flexibility of leave policies on their jobs employers should be encouraged to allow flextime to enable working parents to observe their children in the classroom or attend meetings. Home-based learning is one of the most efficient ways for parents to spend their time; when teachers help parents help their children, those parents' activities can be as effective as those of parents with more education and leisure, whom teachers expect to help their children. Suggestions are offered for improving both school-based participation and home-based learning. A list of references is included. (BJV)

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ED 289 208 (CS)
Persuasion: Attitude/Behavior Change. A Selected, Annotated Bibliography.
ED 289 212 (CS)
Political Campaign Debating: A Selected, Annotated Bibliography.
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Readers Theatre: An Annotated Bibliography.
ED 289 207 (CS)
Resources for Public Speaking: A Selected, Annotated Bibliography.
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# ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

**ERIC Clearinghouse on *Adult, Career, and Vocational Education*** (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

**ERIC Clearinghouse on *Counseling and Personnel Services*** (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

**ERIC Clearinghouse on *Educational Management*** (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

**ERIC Clearinghouse on *Elementary and Early Childhood Education*** (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

**ERIC Clearinghouse on *Handicapped and Gifted Children*** (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

**ERIC Clearinghouse on *Higher Education*** (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

**ERIC Clearinghouse on *Information Resources*** (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

**ERIC Clearinghouse for *Junior Colleges*** (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

88 **ERIC Clearinghouse on** *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems

**ERIC Clearinghouse on** *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
Telephone: (812) 855-5847

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

**ERIC Clearinghouse on** *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV);
(800) 344-6646 (Inside WV)

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

**ERIC Clearinghouse for** *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

**ERIC Clearinghouse for** *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47405-2373
Telephone: (812) 855-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, womens' equity, and sex education.

**ERIC Clearinghouse on** *Teacher Education* (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

**ERIC Clearinghouse on** *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3893
Telephone: (202) 342-5060

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

**ERIC Clearinghouse on** *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

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**Educational Resources Information Center** (Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
Telephone: (202) 357-6289

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